# O.P.L.
# WORKBOOK
## (Oral Proficiency Learning)

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# Acknowledgement

Peace Corps Togo is very pleased to present the first ever Tem local language manual to Peace Corps Togo Trainees and Volunteers. This manual has become a reality due to the meticulous work of many people.

The training team expresses its deepest gratitude to the Peace Corps Togo Country Director Rebekah Brown LEE, for supporting and encouraging the materials development in local languages. Her support is tremendous.

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# To the learner

Congratulations to all of you Peace Corps Trainees and Volunteers for your acceptance to learn a new language. Of course learning a new language is not easy, but with dedication you will make and achieve your goals.

This manual is competency based and contains useful expressions related to all training components such as technique, health, safety and security.This will build up your ability to communicate in local language in local language and will bring you closer to the community with which you will work.

This capacity will also enable you to know your community better. You will participate effectively and with increased personal satisfaction in the type of cultural and technical exchange that Peace Corps has been advocating for since its creation.

Some suggestions for succeeding in this learning process is being receptive and taking risks. Use the new language, analyse it and be methodic. Search for new words with friends, host families and counterparts.

The training staff invites you to share your comments in the event that it becomes necessary to revise the material. Any kind of feedback would be most welcomed. Send it to:

Peace Corps Togo Training Manager
PO Box: 3194
Lomé, Togo

Have fun and enjoy using this manual



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# The Tem alphabet

The Tem alphabet has letters 30: 9 vowels and 21 consonants.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | Ɖ | E | Ɛ | F | G | H |
| a | b | c | d | ɖ | e | ɛ | f | g | h |
| I | Ɩ | J | K | L | M | N | Ŋ | O | Ɔ |
| i | ɩ | j | k | l | m | n | ŋ | o | ɔ |
| P | R | S | T | U | Ʊ | V | W | Y | Z |
| P | r | s | t | u | ʊ | v | w | y | z |

Vowels

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| a | e | ɛ | i | ɩ | o | ɔ | u | ʊ |

Double consonants

Gb Kp Ny /ñ ŋm

- ɩɩn: **read hmm**

Tones

The tem language has two tones, high ( ′ ) and low ( ` )

( ′ ) Bú = Child

( ` ) Lìm = Water

The Tem alphabet is nearly phonetic. In general, each letter represents a single sound, and a given sound is always represented by a single letter (or combination of letters).

| **Letter** | **Pronunciation (similar sound in English)** | **Tem Example** | **English Translation** |
|---|---|---|---|
| A | F**a**ther | **a**láa | Wives |
| B | **B**oy | **b**aabá | Daddy |
| C | Church | **c**eré | Tomorrow |
| D | **D**og | à**d** | Floor |
| Ð | leather (but made by flicking the tongue against the palate toward the back of the mouth) | **ɖ** m | Salt |



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| Letter | Pronunciation (similar sound in English) | Tem Example | English Translation |
|---|---|---|---|
| E | M**a**te | k**é**le | Tooth |
| ɛ | r**e**d, b**e**t | C**ɛɛ**cɛ̀ | Bicycle |
| F | **F**ish | **F**ɔ | Farm |
| G | **G**ood | **g**á**d**ó | Bed |
| | | | |
| Gb | say "egg-beater" fast ; drop the "-ter" then the first "e" | **gb**égidi | Bucket |
| H | **H**ome | wa**h**ála | Suffering |
| I | F**ee**t | l**i**ideé | Money |
| ɩ | B**i**t | tì**m**ɛ́rɛ́ | Work |
| J | **J**ogging | **J**ɛntɛ̀ | 25 fr |
| K | **K**itten | I **k** | Water well |
| Kp | say pick-pocket fast; drop the "-ket" then the "pi" | **Kp**á**kp**a | Palm nut |
| L | **L**ady | A**l**afia | Health |
| M | **M**an | **m**ύʊ | To buy |
| N | **N**et | **N**úm | Oil |
| ñ or ny | French "*pei**gn**er*", Spanish "*se**ñ**or*" | **N**yìn ɔ | Dish |
| **ŋ** | Si**ng** | Bá**ŋ**a | Neck |
| ŋM | Only used in African language no equivalent in English | **ŋm**àawύ | Rice |
| O | N**o** | d**ó**m | Snake |
| ɔ | p**aw**, l**o**g | F **ɔ** | Dog |
| P | **P**ick | **P**áya | Avocado |
| R | Af**r**ica (but roll the "r" a little) | ɩ**r**áa | Men |
| S | **S**it | **S** m | Meat |
| T | **T**ip | **t** | Eat (v) |
| U | L**oo**p | Fu**ú** | Ten |
| ʊ | between "**o**" and "**u**", but the sound remains only in the throat | m**ú**t**ʊ** | Meal<br>Bee |
| V | **V**at | nù**v**oowú | Night |
| W | **W**ish | **wú**ro | Chief |



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| Letter | Pronunciation (similar sound in English) | Tem Example | English Translation |
|---|---|---|---|
| Y | **Y**ou | **Y**ɛl | Egg |
| Z | **Z**ip | ɪzá | Eyes |



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# Lesson 1
# Greetings

***Objectives:***

After studying this lesson, trainees will be able to:

1. Use the specific vocabulary related to greetings to greet people at the different times of the day
2. Use the specific verbs in the present tense
3. Discuss cultural notes related to greeting
4. Ensure their own security through interpersonal relationships
5. Practice greeting in the community while respecting the social and cultural norms



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### *Dialogue:*

Lacey meets Ruki in the morning:

Lacey: Nyáávíni kaz ɔ

Ruki: Yaá, tìmɛ́rɛ́ nyíngáázì ní?

Lacey: Alafia, konkárí ní?

Ruki: Alafia mám mám

Lacey: Bılá bıtásı

Ruki: T ɔ, bılá bıtásı

### *Dialogue in English:*

Lacey: Good morning

Ruki: Ok, what about the work?

Lacey: Fine, what about the effort?

Ruki: Very well.

Lacey: See you soon

Ruki: Ok, see you soon.

### *Cultural notes*

- Greeting is a moral and social obligation that should not be neglected. It's a sign of respect.
- You greet people first before you talk about anything else.
- For an elder, a Chief or a notable... you bend down or genuflect while greeting.
- You don't snap fingers with elders and women.
- You initiate greeting with elders but not hand shaking.
- Greeting is not only to ask about people's health but also to show interest in a person or to engage the conversation.
- Greeting eases your integration and acceptance in the community. Therefore people are ready to help you whenever you have a problem or a safety and security issue.



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## Words and useful expressions

### Different greetings

(06h-11h)

- Nyáávíni kaz ɔ — good Morning
- Bavíni kaz ɔ — good Morning
- Mɪvíni kaz ɔ — good morning (plural)

(11h-16h)

- Nyana wísɪ — good Afternoon
- Na wísɪ — good Afternoon
- Mɪna wísɪ — good afternoom

(16h-18h)

- Nyana ɖaaníŋa — good evening
- Na ɖaaníŋa — good evening
- Mɪna ɖaaníŋa — good evening
-

### Periods of the day

- Tɛ́ɛrɛ́ — morning
- ɪdawù — noon
- w sɪdá — in the noon
- Ðaaníŋa — evening
- Ðaaníŋaɖɔ — in the evening
- Nùvòoú — night
- Nùvòoúda — in the night

### Muslim prayer times

The Muslim prayer times are divided in five periods

(5h 15 am)

- Asuba

(13h)

- Asafarɪ

(15h)

- Lasarɪ

(18h)

- Magaribi

(19h)

- Liisa



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**Titles**

| | |
|---|---|
| ➢ Ɖɔgɔɔ | madam |
| ➢ Ɖajaa | old man, Mister |
| ➢ Aléeré | Miss |
| ➢ K bɔn | Mister |

**Some verbs**

| | |
|---|---|
| ➢ Fínɪ | to sleep |
| ➢ Boɖé | to go/ to travel |
| ➢ Kvrv | to get up |

**Expressions**

| | |
|---|---|
| ➢ Nyangvrv alafiaa? | did you sleep well (are you fine)? |
| ➢ Alafia | fine |
| ➢ Mangvrv alafia | woke up well (I am fine) |
| ➢ Nyana nyandíí? | are you fine? |
| ➢ Mana mandí | I am fine |
| ➢ Mám mám | very well |
| ➢ Nooɖé | Welcome |
| ➢ Mɪnooɖé | welcome (plural) |
| ➢ Gáabɪtɛ́ | welcome (for a stranger/ or a person who traveled for a long time) |
| ➢ Salam alekum/maala salama | A word to announce one's presence (Arabic) |
| ➢ Walekum salam | Come in |
| ➢ Maala gafara | a word to announce one's presence |
| ➢ B k nì | Come in |
| ➢ Nyana buwá/na buwá | welcome back (water) |
| ➢ Nyana fɔ /na fɔ | welcome back (farm) |
| ➢ Nyana kɪyakv/na kɪyakv | welcome back (market) |
| ➢ Nyana wélésí/na wélésí | thank's for your attention |
| ➢ Tìmɛ́rɛ́ | office |
| ➢ Tìmɛ́rɛ́ nyíngáází ní? | "What about the office"? |
| ➢ Ɖaána ní? | "What about people of the house"? |
| ➢ Biya ní? | "how are the children doing"? |
| ➢ Konkárí ní? | "how are your efforts"? |
| ➢ Suru ní? | "what about your patience"? |
| ➢ Nɖ ɛlʊ ní? | "how is your wife doing"? |
| ➢ Nwàalʊ ní? | "how is your husband doing"? |
| ➢ Nbo na ngɔnɪ | "be back early/go and come" |
| ➢ Nyɔ ní? | "what about you/and you"? |
| ➢ Bɪj ɔ ɪŋíní | "is it going well"? |
| ➢ Bɪyasí | "is it going well"? |
| ➢ T ɔ | ok |



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- Bɪlá bɪtásɪ — see you soon
- Bɪlá céré — see you tomorrow
- Is ɔ fézɪ — see you tomorrow

**Exercises**

1) How to greet?

| | | |
|---|---|---|
| From 6: 00 am | - | 11:00 am |
| From 11:00 am | - | 16:00 |
| From 16:00 pm | - | 18:00 |
| From 18:00 etc. | | |

2) It is early afternoon and the sun is still shining, you walk by your counterparts' house. Greet him appropriately in Tem.

3) After Morning Prayer (5:15 am), you meet your host mom when jogging. Greet her and tell her you will see her later.

4) Give the equivalent in Tem of the following words

Morning
In the night
The name of the last Moslem prayer times
Noon
Evening

5) It is 16h45, while taking a walk, you see the chief of your village working on something. Greet and say goodbye to him in Tem

**Grammar notes:**

**Rule:** In Tem, the subject pronouns are attached to the verb which follows

- The vowels of some verbs change and take the first vowel of the verb but not in the second person plural.

| Tem | English |
|---|---|
| Ma<br>Nya<br>Wa<br>ɖa<br>Mɪ<br>Ba | I<br>You<br>S/He<br>We<br>You<br>They |



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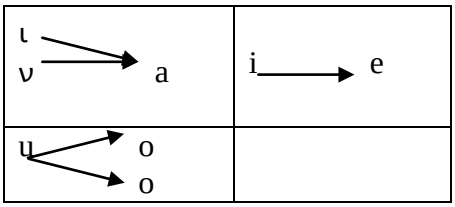
Some exceptions




**Example: Kɔrɔ (to get up)**

| | |
|---|---|
| Mangɔrɔ alafia | I get up well |
| Nyangɔrɔ alafia | you get up well |
| Wangɔrɔ alafia | s/he gets well |
| Dangɔrɔ alafia | we get up well |
| Mɩngɔrɔ alafia | you get up well |
| Bangɔrɔ alafia | they get up well |

Some consonants change when they are in the middle of the word.

| | |
|---|---|
| t | d |
| c | j |
| f | v |
| k | g |
| kp | gb |
| s | z |

**Example:**

| | |
|---|---|
| Kɔrɔ | mangɔrɔ |
| Fínɩ | manvɩnɩ |

**Exercices**

1) Complete the following dialogue and pratice it with your classmate.

A: Bavínɩ..... .....
B: Yaá, tìmɛ́rɛ́.....?
A: …….. ,…… ……
B: Bɩlá.....
A: ..... , Bɩlá bɩtásɩ

2) Use the following expressions to from questions?

Mark (Kɔrɔ) alafia
Tìmɛ́rɛ́ nyíngáázɩ
Biya (Kɔrɔ)
Sinjé (Alarɩba)



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3) Rearrange the following sentences

Nyandíí/nyana/yaá?
Mám mám/alafia
wísɪ/nyana
Biya/ní
Nyíngáázɪ/ní/ tìmɛ́rɛ́.

4) Answer the following questions with the correct forms of the verb

"Kvru" (to get up).
Nya (Kvrv) alafiaa?
Wa (Kvrv) alafiaa?
Mɪ (Kvrv) alafiaa?
Ba (Kvrv) alafiaa?

1) Alfa pays visit to Bassirou. Complete the dialogue

| | |
|---|---|
| | Gáabɪtɛ́ |
| Nyana ɖaaníŋa | |
| Biya ní? | |
| | Bɪlá bɪtásɪ |

2) Answer the following questions

Konkár ní?
Suru ní?
Bɪyasí?
Nyangvrv alafiaá?
ɪwàalv ní?
Biya ní?

3) Build a dialogue with the following expressions.

Noodé, alafia, ɖaána ní? Yaá, Nyana kɪyakv.

**Situation**

Your host mom came back after a long trip.
Greet her and ask about her family there.

**TDA**

Go to your neighbours. Greet them and answer the greeting.
Write down all new vocabulary you hear for next class.



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# Lesson 2
# Introduce oneself and someone else

***Objectives:***

After studying the lesson on introductions, trainees will be able to:

1. Use the vocabulary related to introducing oneself and others
2. Ask questions to know someone's identity
3. Use specific verbs related to introducing oneself
4. Discuss cultural notes related to introducing oneself
5. Introduce oneself to a member of the host family and collect information about him/her.



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### *Dialogue*

Patrick, a Peace Corps volunteer, introduces himself and his friend Mary to a counterpart.

Patick: Nyana ɖaaníŋa

Fousseni: Yaá, mɪnooɖé, banyaámɪ sɪ wé?

Patick: Banyaáma sɪ Patick. Banyaá monɖɔndí sɪ Mary

Fousseni: Léban gɛ mɪngɛ́ɛ?

Patick: Ðɛngɛ́ɛ Amérika biya. Máagalíína New Jersey monɖɔndí wáagalíína San Francisco.

Fousseni: Tìmɛ́rɛ́ wenɖé gɛ mɪnlám?

Patick: Ðɛngɛ́ɛ Peace Corps tìm lámɖa.

Fousseni: Bíílà ! Gáabɪtɛ́wa

Patick: Yaá, bɪlá bɪtásɪ

Fousseni: T ɔ, bɪlá bɪtásɪ.

**Dialogue in English**

Patick: Good evening

Fousseni: Ok! You are welcome, what areyour names?

Patick: My name is Patick. My friend's name is Mary

Fousseni: Where do you come from?

Patick: We are from America. I come from New Jersey and my friend from San Francisco

Fousseni: What work are you doing?

Patick: We are Peace Corps volunteers.

Fousseni: Very good, you are welcome

Patick: See you soon

Fousseni: Ok! See you soon



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***Cultural notes:***

- *In general, presentation is not automatic; to know someone's name you have to ask for it. The first name is a Muslem name. But sometimes it can be related to the name of the week on which they were born. Example: Assibi if you are born on Saturday, Tɛnɛ if you are born on Monday,*
- *A way to show respect is to avoid calling people directly by their name but you precede the name by words like:*
  *baabá for old men/dad*
  *naaná for old women/mom*

**Days of the week**

| Days | English |
|---|---|
| Atɛ́nɛ́ɛ | Monday |
| Atalááta | Tuesday |
| Alarìba | Wednesday |
| Alaamìsɩ | Thursday |
| Arézima | Friday |
| Asííbí | Saturday |
| Aláhádɩ/Kɔsɩda | Sunday |

- Sinjé — today
- Ceré — tomorrow
- Kédɛe — yesterday
- Sinjé wé? — what's today's date?/What's the day of today?
- Ceré wé? — what's tomorrow's date?
- Kédɛe wé? — what's yesterday date?
- Atɛ́nɛ́ɛ wùrɛ́ — the day of Monday

## Words and useful expressions

**Nationality/origin**

- Amérika nɩ/ Amérika bú — American/from America
- Togo nɩ/Togo bú — Togolese/from Togo
- Benin nɩ/Benin bú — Benin/from Benin
- Ghana nɩ /Ghana bú — Ghanean/from Ghana
- France nɩ/ france bú — A French person/from France
- Améríka mba/Amérika biya — Americans
- Togo mba/Togo biya — Togolese
- Benin mba/ Benin biya — Beninese
- Fransɩ mba/ Fransɩ biya — French people
- Ghana mba/ Ghana biya — Ghaneans



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**Some verbs**

| | |
|---|---|
| ➢ Gɛ́ɛ | to be |
| ➢ Yaá | to be called |
| ➢ Lám tímɛ́rɛ́ | to work |
| ➢ Kalíína | to come from |

**Expressions**

| | |
|---|---|
| ➢ Banyaáma | they call me |
| ➢ Banyaáma sɪ | my name is..... |
| ➢ Sɪ wé? | what? |
| ➢ Banyaánya sɪ wé | how they call you? What is your name? |
| ➢ Banyaáɪ sɪ | they call him that…. (His name is) |
| ➢ Banyaáɪ sɪ wé? | how do they call him? (What's his name?) |
| ➢ Mɛngɛ́ɛ́ | I am from |
| ➢ Máagalíína San Francisco | I am from San Francisco |
| ➢ Lé/lénɪ? | where? |
| ➢ Lénɪ gɛ nyɛngɛ́ɛ? | where are you from? |
| ➢ Léban gɛ mɪngɛ́ɛ? | where are you from (plural)? |
| ➢ Mɛngɛ́ɛ | I am |
| ➢ Mɛngɛ́ɛ togo nɪ | I am Togolese |
| ➢ Tìmɛ́rɛ́ | work |
| ➢ Lám | to do |
| ➢ Lám tìmɛ́rɛ́ | to work |
| ➢ Mɛngɛ́ɛ Peace Corps tìmɛ́rɛ́ lámɖv | I am a Peace Corps volunter. |
| ➢ Wégɛ́? | what? |
| ➢ Nyanlám | you are doing |
| ➢ Wégɛ́ nyanlám? | what are you doing? |
| ➢ Wendé? | what kind? |
| ➢ Tìmɛ́rɛ́ wendé gɛ́ nyanlám? | what kind of job are you doing?/What is your profession? |
| ➢ Wúro | chief |
| ➢ Faɖv | Farmer |
| ➢ Sukulí bú | schoolboy/schoogirl/student |
| ➢ Lákʊ́ta | Doctor/hospital |
| ➢ Ðvrava/"sauffer" | driver |
| ➢ Kàràcì | civil servant |
| ➢ Kafɪnta | carpenter |
| ➢ Ny ɔzɪ funɖv | barber |
| ➢ Fadɪdv | traditional doctor |
| ➢ Kɪyakv lámdv | merchant |
| ➢ Tííla | tailor |
| ➢ Aparenti | apprentice |



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**Exercises**

1) Answer the following questions

Banyaánya sı wé? _____
Banyaáı sı wé? _____
Lénı gɛ nyɛngɛ́ɛ? _____
ınngɛ́ɛ lénı? _____
Tìmɛ́rɛ́ wendé gɛ́ mınlám? _____

2) Give the name of the following days

Sunday
Monday
Wednesday
Thursday
Friday

3) Make sentences using these words

Bú, lám tìmɛ́rɛ́, wendé? cica, lénı?

4) Use the same words (add some expressions) to build a dialogue that will be practiced with a tem speaker.

5) You meet your counterpart for the first time. Greet him and introduce yourself to him.

6) You are at the cyber café someone comes to you and greets you. Answer the greeting and ask questions to get to know him better.

**Grammar notes**

There are different ways to make nouns plural.

- Nouns like cıca, lakvta, kafınta, ɖvrava, tííla, have "wá" ending in plural

| **Singular** | **Plural** | |
|---|---|---|
| Cica | Cicawa | Teachers |
| Lák ta | Lák tawa | Doctors |
| Kafınta | Kafıntawa | Carpenters |
| Tííla | Tíílawa | Tailors |
| Ɖvrava | Ɖvravawa | Drivers |



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Nouns ending with "ɔ" have their plural formed by dropping "ɔ" and adding "aa".

| **Singular** | **Plural** | |
|---|---|---|
| Faɖɔ | Faɖaa | Farmers |
| Kıyakɔ lámɖɔ | kıyakɔ lámɖaa | merchant |
| Ny ɔzı funɖɔ | ny ɔzı funɖaa | barbers |

**Irregular plurals**

| | | |
|---|---|---|
| Sukuli bú | sukuli biya | Students, schoolboys/schoolgirls |
| Togo nı | Togo mba | Togolese people |

**Verbs**
**Some verbs are irregular in Tem**

**Example**
**Gɛ̀ɛ** (to be)

| | |
|---|---|
| Mɛngɛ̀ɛ | Togo bú |
| Nyɛngɛ̀ɛ | Togo bú |
| ıngɛ̀ɛ | Togo bú |
| Ðɛngɛ̀ɛ | Togo biya |
| Mıngɛ̀ɛ | Togo biya |
| Bɛngɛ̀ɛ | Togo biya |

**Exercises**

1) Make a sentence with each word below:
Amerika biya, lák ta, kıyakɔ lámɖɔ, sukuli bú, faɖɔ.

2) Rearrange the words in the following sentences:
- Sani/sı /banyaáı
– Peace Corps/ tìmɛ́rɛ́ lámɖɔ/mɛngɛ̀ɛ
- New Jersey/máagalíína
- Ghana mba/ Bɛngɛ̀ɛ

3) Complete the dialogue and practice it with your classmate
A: Bányaánya sı wé?
B:Bányaáma sı ...
A: Léní gɛ nyɛngɛ̀ɛ?
Etc..

4) Translate into Tem:
I am a Peace Corps Volunteer
They are from Benin
She comes from Bafilo
Her name is Fati
You are a teacher
She's an American



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**Situation 1**

Your friend Lindsay pays you a visit.  Introduce her to your family.

**Situation 2**

Someone wants to be your partner, ask him questions to know him better.

**TDA**

Go to Mr X/Mrs X.
Introduce yourself to him/her and get information about his/her origin, nationality and profession.  Share information with your colleagues.



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# Lesson 3

# Present one's family

***Objectives :***

After studying the lesson on "introducing one's family", trainees will be able to:

1) Use the vocabulary related to family relationships and the numbers from 1 to 20 to introduce their family
2) Use the possessive adjectives and the negations to introduce their family members
3) Discuss cultural notes related to the family
4) Talk about their own family to a member of the community.



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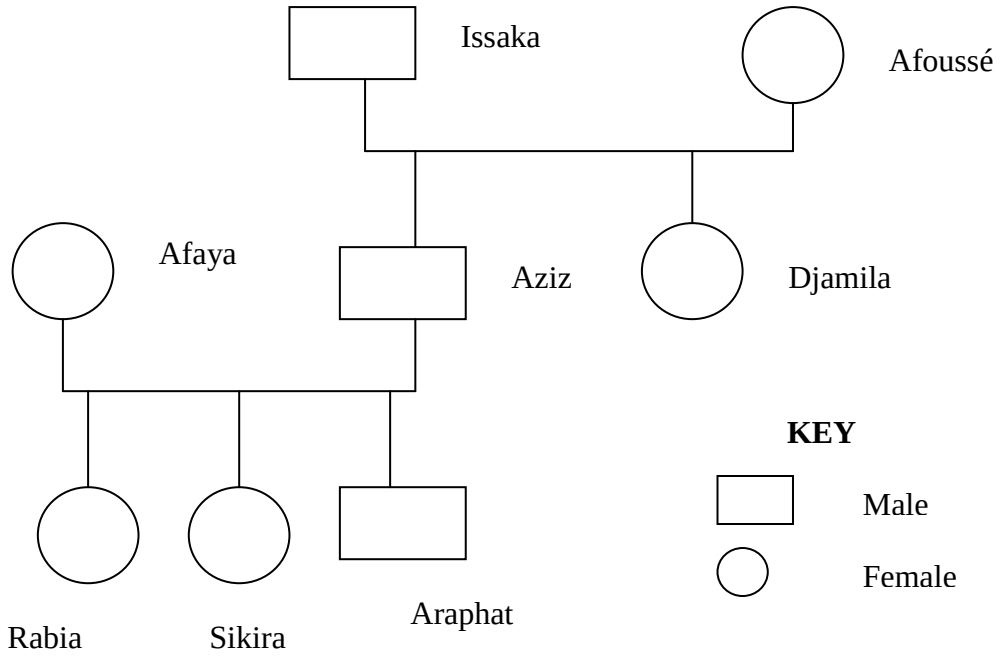
### *Family tree*

**Sikira dɛ zàm ɔ  Sikira's family tree**




Araphat presents his family

Banyaáma sı Araphat. Banyaá majaá sı Aziz ınge̟ɛ cica. Mɔgɔɔ dɛ yííɖɛ gɛ Afaya ınge̟ɛ kıyakv lámɖv. be̟lɛ́nı bɛnge̟ɛ sɔgɔɖɛ̟ı biya. Banyaá majaa kúbɔn  sı Issaka.; menízé Afoussé. Mɔnwɛ̟na newa nɔwɛlɛ̟, Rabia na Sikira. Bɛnge̟ɛ sukuli biya. Mɛdɛ awéí gɛ Djamila. ılɛ ızaáná Koumomdé.

My name is Araphat. My father's name is Aziz. He is a teacher. My mother's name is Afaya. She is a trader. They are from Sokodé. My grand-father's name is Issaka and my grand-mother's name is Afoussé. I have two younger siblings Rabia and Sikira. They are students. My sister (aunt in the English context) Djamila is married in Koumondé.

### *Cultural notes*

- *Polygamy is a reality in Togolese culture*
- *Cousins and nieces are considered just like sisters and brothers.*
- *Family links and community solidarity are strong.*
- *Thus acceptance in your family or in your community is very important.*

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## Words and useful expressions

### *Family members*

- Caáwv — father
- Kɔwv — mother
- Néwv — younger person
- Kàà/kà — elder sister
- Ɖawàalv — elder brother
- Nizenv — grand-mother
- Iséni — uncle
- Alv — woman
- Abalv — man
- wàalv — husband
- Ɖ ɛlv — wife
- Aléré — girl
- Afobú — Boy
- Awobolu — daughter in law
- Yɪɖabv — nephew/Niece
- Néwv àlv — younger sister
- Néwv abàlv — younger brother
- Bú — child

**Verb**

- Wɛna — to have

**Expressions**

- Banyaáɪ sɪ — one's name is... / the name of.. is
- Majaá — my father
- Banyaá majaa sɪ.. — my father's name is...
- Mɔgɔɔ — my mother
- Banyaá mɔgɔɔ sɪ — my mother'sname is...
- ɪnjaá — your father
- Mɔgɔɔ kɛ — my mother is...
- Mɔgɔɔ kɛ kɪyakv lámɖv — my mother is a trader
- ɪngɔɔ — your mother
- Tìmɛ́rɛ́ wendé gɛ ɪngɔɔ wanlám? — what's your mother profession?
- Wégɛ ɪgɔɔ wanlám? — what's your mother profession?
- Mɔnwɛna — I have
- Mɔnwɛna newaá — I have elder sisters
- Nyɔnwɛna — you have
- ɪŋíní — how many?
- Biya ɪŋíní gɛ Nyɔnwɛna? — how many children do you have?
- Ab n — old
- Mɔgɔɔ wáála áb n — my mother is old



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Numbers

| | | | |
|---|---|---|---|
| 1 | káádɛ | 11 | fuú na nakırı |
| 2 | síílɛ | 12 | fuú na nɔwɛ̀lɛ |
| 3 | toozo | 13 | fuú na nowódoozo |
| 4 | náázá | 14 | fuú na nɔwɔnááza |
| 5 | nvwá | 15 | fuú na nvnvwa |
| 6 | lodo | 16 | fuú na lodo |
| 7 | lvbɛ | 17 | fuú na lvbɛ |
| 8 | lutoozo | 18 | fuú na lutoozo |
| 9 | kéénííré | 19 | fuú na kéénííré |
| 10 | fuú | 20 | akowv |

**Exercises**

1) Give the female counterparts of the following male family members:

Abàlv _____

Néwv abàlv _____

Caáwv _____

Ðawàalv _____

Afobú _____

2) Say the following numbers correctly in Tem:

4 – 20 – 7 – 5 – 5 – 12 – 1 - 11

3) With picture introduce your family to a trainer or someone else.



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4. Identify card

| | | |
|---|---|---|
| Name | | |
| Profession | | |
| Origin | | |
| Family | Father: | Name:<br>Place of residence:<br>Profession: |
| | Mother: | Name:<br>Place of residence:<br>Profession: |
| | Brothers or sisters | Name:<br>Place of residence:<br>Profession: |

## Grammar notes

### 1) Possessive adjectives

| | |
|---|---|
| Banyaá mɔgɔɔ sɪ Bérékissou | my mother's name is Bérékissou |
| Mɛɖ ɛlv kɛ tííla | my wife is a talor |
| Menéwv kɛ sukuli bú | my younger brother is a student |
| Majaá kúbɔn wɛ sɔgɔɖɛ̀ɪ | my grand-father lives at Sokodé |
| Mɔɖɔnɖɪ kɛ Bafilo bú | my friend is from Bafilo |
| Mawàalv kɛ "sauffer" | my husband is a driver |

Possessive adjectives are attached to the stemof the noun
The vowel of the prefix should agree with the vowel of the stem

Possessive adjectives prefix

The vowel of the prefix should agree with the vowel of the stem



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| | Possessive adjective prefix | |
|---|---|---|
| | Singular | Plural |
| 1st person | Ma | ɖa |
| 2nd person | Nya/ɪn | mí |
| 3rd person | ɪ | ba |

**Rule :** In Tem, the possessive articles are attached to the noun. The vowel changes and takes the first vowel of the noun except for the second person plural.

**Example :**

Néwv ménéwv

- If the first vowel begins with"i" the vowel of the possessive prefix becomes me. Example:

Isénɪ mesé

**Plural of nouns of the family members**

- Some nouns end with ''naa'' when plural and drop the "wv".

Caáwv caánaa
Kɔwv kɔnaa
Kà kànaa

- Some have their v/u ending dropped and replaced by "aa" or "naa"

Ðawàalv ɖawàalnaa
Nizénv nizénaa
Alv alaa
Ð ɛlv ɖ ɛlnaa
Ðawàalv ɖawàalnaa
Awobolv awobolnaa
Yidabv yidabvnaa

Plural of
Aléré aléwa
Afobú afobiya
Bú biya

2) Wɛna (to have)

The verb ''to have'' is derived from the verb wɛ (to have) and therefore its forms are simply the wɛ forms plus-na.



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**Example:**

Mɛnwɛna néwv
Nyɛnwɛna néwv
Abiba wɛna néwv
Ðɛnwɛna néwv
Mɪnwɛna néwv
Bɛnwɛna néwv

The negation form of "Wɛna" is formed by dropping "wɛ" in the conjugated form which is replaced by "fɛi."

**Example**
**Positive**

| | |
|---|---|
| Mɛnwɛna àlv | I have a wife |
| Nyɛnwɛna àlv | you have a wife |
| ɪnwɛna àlv | s/he has a wife |
| Ðɛnwɛna àlv | we have a wife |
| Mɪnwɛna àlv | you have a wife |
| Bɛnwɛna àlv | they have a wife |

**Negative**

| | |
|---|---|
| Mɛvɛɪna Kà | I don't have a sister |
| Nyɛvɛɪna Kà | you don't have a sister |
| ɪvɛɪna Kà | s/he doesn't have a sister |
| Ðɛvɛɪna Kà | wedon't have a sister |
| Mɪvɛɪna Kà | you don't have a sister |
| Bɛvɛɪna Kà | they don't have a sister |

**Exercises**

1) Give the possessive form of the following nouns.

Iséni (2nd pers sing) _____
Ð ɛlv (1st pers plural) _____
Bú (3rd pers sing) _____
Nizénv (1st pers sing) _____
Ðɔndv (2nd pers plural) _____
Wàalv (3rd pers sing) _____



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2) Complete the following conjugation

| | |
|---|---|
| Mɛnwɛna awéi | I have a aunt |
| Nyɛnwɛna caáwv | you have a father |
| Issao.... | Issao.... |

3) Answer these questions

| | |
|---|---|
| Nyɛnwɛna ɖawàalnaa? | do you have brothers? |
| Mɛwɛna..... | |
| Mɛnvɛɪna.... | |
| Ali wɛna biya ɪŋíní? | how many children Ali has |
| Ali wɛna biya 5 ..... | |
| Ali .....(negative) | |

4) Make sentences with the following words

Kɔwv, wɛna, bú, yaá, Kàu

**Exercises**

1) Ask as many questions as possible with the following statement
Example:

| | |
|---|---|
| Mɔgɔɔ kɛ Benin nɪ | my mother is Beninese |
| ɪgɔɔ kɛ lení? | where do your mother come from? |
| ɪgɔɔ kɛ Benin ní? | is your mother from Benin? |

Majaá kɛ cica
Ðaga kɛ tííla
Baɖawàalv wɛ Nigéria
ɪwàalv wanlám lák ta tìmɛ́rɛ́

3) Translate into Tem

My younger sister lives in France _____

Your brother has a wife _____

Our mother is a trader _____

She has two brothers _____

Have you a uncle? _____

What is the name of your daugther in law? _____



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4) Read and answer these questions.

Banyaá magaa sı Adama. ıwɛ Ghana, ıwɛna biya loɖo.
Bɛgɛ́ɛ sukuli biya. Monɖɔndı kɛ kafınta.
ıvɛına bú. Banyaá ıɖ ɛlv sı Fousséna. Bɔnw Tchamba.

a) Banyaá ıɖɔndı sı wé?
b) Biya ıŋíní gɛ ıgaa wɛna?
c) Tìmɛ́rɛ́ wendé gɛ ıbiyá wanlám?
d) Banyaá ıɖɔndı ɖ ɛlv sı wé?
e) Biya ıŋíní gɛ bɛnwɛna?

**Situation**
After dinner, your host mom want to know about your family better. Tell her about your family.

**TDA**
Present your family to your sister and ask her questions about her family.



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# Lesson 4
# Buying essential items

***Objectives :***

1) After studying the lesson on "buying essential items" trainees will be able to :
2) Count the CFA in Tem
3) Name some essential items found at the market
4) Use expressions and verbs related to shopping
5) Discuss the importance of the market and the necessity of bargaining before purchasing things
6) Discuss cultural notes related to market
7) Develop strategies for their personal security in the market
8) Buy an essential item at the market price



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***Dialogue***

*Sunny goes to the market to buy sandals.*

| | |
|---|---|
| Sunny: | Na kıyakv? |
| Đéyina: | Yaá, noodé |
| Sunny: | kıyakv nyíngáází ní ? |
| Đéyina: | Alafia. Nyɛ̀d tìmɛ́rɛ̀ da ní ? |
| Sunny: | Alafia, mám mám mám |
| Đéyina: | Nyanmúv wé? |
| Sunny: | Manmúu takámìnì. ŋíní ŋíní? |
| Đéyina: | Mííli – mííli |
| Sunny: | Ooo! bvj ɔ caaɖá. Bat vma |
| Đéyina: | K ɔná, alıfa kéénííré |
| Sunny: | Aayí, tàs ınd vma, |
| Đéyina: | Aayí, bıdɛ̀ɛ liideé nbılɛ̀ |
| Sunny: | Mvv liideé na ıdɛ́ɛzı ma cénji |
| Đéyina: | Is ɔ boɖı |
| Sunny: | Ami, Is ɔ boɖı kıyakv |

***Dialogue in English***

| | |
|---|---|
| Sunny: | Welcome. |
| Đéyina: | Ok, welcome. |
| Sunny: | How is the market? |
| Đéyina: | Fine. What about your work? |
| Sunny: | very well |
| Đéyina: | What do you want to buy? |
| Sunny: | I want sandals.What is the price? |
| Đéyina: | One thousand |
| Sunny: | Ooo, it is too expensive. Reduce the price |
| Đéyina: | Give nine hundred francs |
| Sunny: | No, reduce it some more |
| Đéyina: | No, it is the last price |
| Sunny: | Here is the money. I need change |
| Đéyina: | Thank you |
| Sunny: | Thanks. God bless your market |



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### *Cultural and safety and security notes*

- *The market day is not only for trading but is also a great opportunity to meet friends*
- *It's necessary to bargain in the market and sometimes in shops.*
- *Exchanging things is not automatic; you need to discuss the case with the seller before.*
- *You don't use your left hand in the market.*
- *You don't bargain early in the morning without buying the item.*
- *It's not safe to go to the market with too much money on you or just after banking.*
- *It's important to be careful about people who ask for help in the market.*
- *When buying food you can ask the seller to add some as a gift.*

## Words and useful expressions

### CFA in Tem

| | |
|---|---|
| 5 | biyée |
| 10 | biyée nɔwɛ́lɛ |
| 15 | biyée nowodoozo |
| 20 | biyée nɔwɔnáázá |
| 25 | jɛntɛ́ |
| 30 | biyée loɖo |
| 40 | biyée Lutoozo |
| 45 | biyée kééniiré |
| 50 | biyée fuú |
| 55 | biyée Fuú na nakɪrɪ |
| 60 | biyée fuú na nɔwɛ́lɛ |
| 75 | jɛntɛ́ nowodoozo/ biyakɪzaalv |
| 80 | biyakɪzaalv na nakɪrɪ |
| 95 | biyakɪzaalv na nɔwɔnáázá |
| 100 | alɪfá |
| 105 | alɪfá na biyée |
| 150 | alɪfá na biyée fuú/Alɪfá na f ɪ |
| 175 | alɪfá na biyakɪzaalv/Alɪfá nɔwɛ́lɛ jɛntɛ́ fɛɪ |
| 200 | alɪfá nɔwɛ́lɛ |
| 300 | alɪfá nowodoozo |
| 500 | alɪfá nʊ́nʊ́wa/sampvwa |
| 1000 | mííli |
| 1500 | mííli na f ɪ |
| 2000 | mííli nɔwɛ́lɛ/natɪlɛ |
| 5000 | mííli natvnvwa |
| 10000 | mííli fuú |



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**Essential ittems**

- Kıcɛ́ sponge
- F f ɔ soap
- F f ɔ yika cup (to keep soap)
- Ðíú mirror
- Afı/sàadàkà comb
- Botı fadını insecticide
- Sikiri sugar
- Fúrúu bag
- Núm kisarıbı cream
- Nàal m/mìlìkì milk
- Sɔ knife
- Tókó shirt
- Kp n bread
- P pɔw towel
- Lam k fùnk razor blade
- Takámìnì sandals
- Bısáánı/bısáánı cloth/clothes
- K fì coffee
- T sı b ɔ batteries

**Some verbs**

- Mύν to buy
- Yám to sell
- Kıyakv boɖé to go to the market

**Expressions**

- ıŋíní? how much?
- ıŋíní ıŋíní gɛ nyányam? how much do you sell?
- Manmύν... I buy....
- Yámɖv seller
- Mύνrv buyer
- Bvj ɔ it's
- Bvj ɔ caaɖá it's expensive
- Liideé money
- Bvj ɔ Liideé it's expensive
- Cíkɔ a little
- Batννma to reduce
- Batννma cíkɔ to reduce a little
- Lásúuru please
- Tàs again
- Tvὺ to reduce
- K ɔná to give/bring
- K ɔná liideé to give the money



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| | |
|---|---|
| ➢ Mνν | take |
| ➢ Mνν liideé | take money |
| ➢ Is ɔ | god |
| ➢ Is ɔ boɖı | thank's |
| ➢ Is ɔ fa láɖa | thank's/may god bless you |

**Exercises**

1) Go to the market, bargain with a seller and buy an item

2) Complete and pratice the following dialogue

A: Wégɛ nyanyám?
B: Manyám .....
A: ıŋíní ıŋíní gɛ.....?
B:.....
A: Mνν..... na..... cénji

3) Translate into Tem

I have 500f _____

They don't have money _____

She has 75f _____

You have 200f _____

I don't have1500f _____

We have 5000 _____

My sister sells clothes (pagne) _____

I buy soap _____

The sell the knife _____

We buy towel _____

**Grammer notes**

1) The plural of esential items

Nouns with no plural: they are liquid or masses

| | |
|---|---|
| Nàal m | milk |
| Sikiri | sugar |
| K fì | coffee |
| Núm kısarıbı | cream |



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Nouns using “wa”

| | |
|---|---|
| Kıc wa | sponges |
| F f ɔwa | soaps |
| Ðíúwa | mirrors |
| Afıwa | combs |
| Tókówa | shirts |
| P p wa | towels |
| Lamwa | razor blades |

2) Others forms of plural

| | |
|---|---|
| Takam | takamını |
| Bısaawú | bısáánı |
| Sɔ | sɛzı |

**Present tense of**

| | |
|---|---|
| Yám | to sell |
| Mún | to buy |

| **Bısaawú yám** | **to sell clothes (pagnes)** |
|---|---|
| Manyám bısáánı | I sell clothes |
| Nyanyám bısáánı | you sell clothes |
| Saïbou wanyám bısáánı | Saïbou sells clothes |
| Ðanyám bısáánı | we sell clothes |
| Mınyám bısáánı | you sell clothes |
| Banyám bısáánı | they sell clothes |

| **Pɔp wa mún** | **to buy towel** |
|---|---|
| Manmún p p w | I buy a towel |
| Nyanmún p pɔw | you buy a towel |
| Zuwéra wanmún p pɔw | Zuwéra buys a towel |
| Ðanmún p pɔw | we buy a towel |
| Mınmún p pɔw | you buy a towel |
| Banmún p pɔw | they buy a towel |

**Exercises**

1) Complete these sentences using the correct form of the verb

Bısáánı yám
Magaa.....Bısáánı
kp nɔ mún
Ménéwn..... kp n
p wúwa yám
Mésé..... p wúwa
T sı b ɔ mún
Nya..... t sı b ɔ



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2) Write a dialogue with these expressions (add some) and pratice it
Noodé, kɔná, Bvj ɔ caaɖá, Is ɔ boɖɩ, líídeé, etc.

**Exercises**

1) You will complete this dialogue and pratice it with your classmates

A: Na.....
B: Yaá, kɩyakv.....ní?
A: Alafia, wégɛ.....?
B: Manyám.....
Etc.

2) Ask as many questions as possible from this statement

**Example:**

| | |
|---|---|
| Mɩnmύv nàal m | you buy the milk |
| Wégɛ mɩnmύv? | what are you buying? |
| ɩŋíní gɛ mɩnmύv naalɩm | for how much did you buy the milk |

**Suggestion**

F f ɔ yika
T sɩ b ɔ
P p wύ
Tókó
Afɩ 100f

Translate into Tem

Take the money
It's too expensive
Give me the change
She buys batteries
My sister is a clothes seller

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**Situation**

You want to buy an item. The seller seems to be inflexible inregards to the price. Try to bargain the price.

**TDA**

Go to the market, observe how sellers and buyers are bargaining. Buy an item. Come with new words and expressions report to the class.

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# Lesson 5

# Talk about food habits of the host country

***Objectives :***

After studying this lesson trainees will be able to :

1) Name some foods in Tem areas
2) Use expressions and verbs related to food preparation in order to talk about meals.
3) Discuss cultural points related to food habits
4) Talk about what to eat in order to stay healthy
5) Give a recipe



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### *Dialogue*

*Jen would like to know what Zélia is eating*

| | |
|---|---|
| Jen: | Nyana wísɪ |
| Zélia: | Yaá, noodɇ́. Ꝁ ɔnɪ ɖɪnɖíi kíɖíím |
| Jen: | Kíɖíím wenbi gɛ nyéndíi |
| Zélia: | Mɔndɔ́ ŋmaawʊ́ na tʊmátɪ ɖoozi |
| Jen: | ɪín, bvj ɔ niínii? |
| Zélia: | Ꝁɔnɪ ɪbɛ́ɛ, bvj ɔ niínii kɔnkɔŋ |
| Jen: | Aayí, a ceré, meeguéɖíi kíɖíím. |

### *Dialogue in English*

| | |
|---|---|
| Jen: | Good afternoon. |
| Zélia: | Ok. Welcome. Eat with me |
| Jen: | What kind of food are you eating? |
| Zélia: | Rice and tomatoes sauce |
| Jen: | Is it good? |
| Zélia: | Taste it. It's very good. |
| Jen: | Thanks! I will eat tomorrow. I am full.. |

### *Cultural and satety and security notes*

- *When you eat you invite people near you to share your meal using the expression "Ɖɪndíi kíɖíím ''or "'Ꝁɔnɪ ɖɪnɖíi kíɖíím" , but this doesn't mean that they will necessarily eat. The answer to this invitation is "bɪssɪmɪla/fɔnɔ wala" "Enjoy your meal" or "go ahead". When you get that invitation and you feel like eating say "Nyanna mvzɔ'' = thank you" and eat.*
- *The left hand is seen as dirty and is not acceptable at the table when you're with other people.*
- *Do not smell food in order to appreciate it and you should not step over the meal.*
- *Kitchen utensils should not be used for other purposes such as taking a shower or hitting someone.*
- *Food taboos are specific to families, communities or ethnic groups*
- *The traditional restaurants, "street food restaurants" or "fufu or s k r bars" serve cheap but good food and the service is quick. However be careful, they are not always clean and healthy. Consequently, PCTs and PCVs are not advised to eat salads in those restaurants.*

## Words and useful expressions

### Food ingredients

| | |
|---|---|
| ➢ Ɖ m | salt |
| ➢ Cáŋayɪ | hot pepper |
| ➢ Núm | oil |
| ➢ Kɛkɛ | peanut |
| ➢ Kvcvdv | sesame |



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- Gboma — spinach
- Ɖɪgbɛ́mɪrɛ — sorrel
- Kadarɔ — leaves of baobab
- ŋmɛnɛ̀ — okra
- ŋmɔɔlásɪ — dried okra
- Jeéndé — onion
- Albasa — onion
- Tɪmátɪ — tomatoes
- Cóódi — local mustard
- Tiiná — fish
- S m — meat
- Sɔɔná — beans
- Mʊ́tv — meal/pate
- Banci — cassava
- Fudúu — yam
- Kipu — cube
- Wáámílá — maize
- Wàagàsì — cheese

## Foods (meals)

- kídíím — food
- Mʊ̀tʊ — pate(cornmeal pate)
- Pɛtɛ pɛtɛ — ragout (stew yam)
- wáác — rice and beans
- Mŋaawʊ̀ — rice
- Sɔɔná — boiled beans/ beans
- “koliko” — fried yam
- s k r — pounded yam/cassava
- Sowéyɪ — bean doughnut(spicy)
- Ɖɪgàalɛ — bean tamale
- s l m — beer
- lím — water
- Bam — palm wine
- cukudu — local beer
- kpétéci — local alcohol
- Kókó — porridge
- Yɛlɛ́/yalá — Egg
- Borofudé — Papaya
- Ayaba — Banana
- Léemúu — Orange
- Paya — Avocado
- Mangú — Mango



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**Sauces**

| | |
|---|---|
| ➢ Ɖoozi | sauce |
| ➢ kɛkɛ ɖoozi | peanut sauce |
| ➢ kpákpa ɖoozi | palm nut sauce |
| ➢ ŋmɛnɛ́ ɖoozi | okra sauce |
| ➢ Gboma ɖoozi | spinach sauce |
| ➢ Kʋcʋdʋ ɖoozi | sesame sauce |
| ➢ Kadarɔ ɖoozi | sauce with baobab leaves |

## Cooking utensils

| | |
|---|---|
| ➢ Nyìn ɔ | dish |
| ➢ Ɖoozi nyìn ɔ | dish for sauce |
| ➢ Gàatú | spoon/spoons |
| ➢ Nìvéw | pot/pots |
| ➢ Sìlìbà | silver |
| ➢ Suniŋa | ladle |
| ➢ kɔpɪ | cup |
| ➢ T l l | plate |

## Verbs associated with food and cooking

| | |
|---|---|
| ➢ Ɖoozi fili | to prepare sauce |
| ➢ Mʊ́tʊ saá | to prepare dough (of maize, millet, etc...) |
| ➢ Mŋaawʊ́ tuú | to cook rice |
| ➢ s k r w tí | to pound yam/cassava |
| ➢ Mʊ́tʊ ɖii | to eat food |
| ➢ Lím ny ɔdɪ | to drink water |
| ➢ Kókó bìsì | to prepare porridge |
| ➢ Tàs | to add |
| ➢ D ʊ | to put |

## Expressions for asking and giving recipes

| | |
|---|---|
| ɪŋíní gɛ.benvili ɖoozi? | How do we prepare.....sauce? |
| ɪŋíní gɛ.banlám.....? | How do we prepare.....? |

## Adverbs expressing the succession

| | |
|---|---|
| Kaɖaa d ɛ nɛ | first |
| Bʊw r nɛ | next/then |
| Kegbirinɔ nɛ | finally |

**Example:**

ɪŋíní gɛ boduú wáác ?

Kaɖaa d ɛ nɛ nyonduú sɔɔná, bʊw nɛ ɪduú mŋaawʊ́, kegbirinɔ nɛ ɪnyélé bɪbí.

How to cook wáác

First boil beans. Then add rice. Finally let it cook



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**Exercises**

1) expanding text

Make a sentence by incrementally adding words.

**Example:**

Nyendʃíi

Nyendʃíi mʊ̀tʊ

Nyendʃíi mʊ̀tʊ na Kʊcʊdʊ ɖoozi

Nyendʃíi mʊ̀tʊ na Kʊcʊdʊ ɖoozi na s m.

**Suggestions**

s k r

Mŋaawʊ́

Sɔɔná

Koliko

wáác

2) Answer the following questions

Wégɛ nyendʃíi sɪnjé?

s k r _____

Nyɔndɔ fudúu sɪnjé?

Wégɛ _____ ?

Wégɛ Arouna wendʃii idawʊ́?

Arouna wɔndɔ _____

Wégɛ Boukari wɔny ɔ?

Boukari wɔny ɔ _____

**Grammar notes**

1) The present tense of some verbs related to the competence

| **Ɖoozi fili** | **to prepare sauce** |
|---|---|
| Menvili ɖoozi | I prepare sauce |
| Nyenvili " | you prepare sauce |
| Rama wenvili " | Rama prepare sauce |
| Ɖenvili " | we prepare sauce |
| Mɪnvili " | you prepare sauce |
| Benvili " | They prepare sauce |

| **Mŋaawʊ́ tɔ** | **to eat rice** |
|---|---|
| Mɔndɔ mŋaawʊ́ | I eat rice |
| Nyɔndɔ " | you eat rice |
| Mark wɔndɔ " | Mark eats rice |
| Dɔndɔ " | we eat rice |
| Mɪndɔ " | you eat rice |
| Bɔndɔ " | they eat rice |



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2) The imperative of

| | | | |
|---|---|---|---|
| s k r w tí | to pound yam | Wɔtɪ s k r | pound yam |
| Ð m ɖ ʊ | to add salt | Ð ʊ ɖ m | put salt |
| Núm tàas | to add oil | Tàas núm | add oil |
| Mŋaawʊ̀ tuú | to prepare rice | Tuú mŋaawʊ̀ | prepare rice |

**Note:**
There are different verbs for ‘’to eat’’, wich are specific to what is being eaten.
Ðíi ( to eat paste)
**Example:**

| | |
|---|---|
| Menɖíi m tʊ | I eat paste |

Tɔ (To eat rice)
**Example:**

| | |
|---|---|
| Mɔndɔ Mŋaawʊ̀ | I eat rice |

| | |
|---|---|
| Nyéezi léémúu | to eat orange |

**Example :**

| | |
|---|---|
| Wénnyéezi léémúu | he eats an orange |

**The negative**
The negative structure itself is as follows.
Subject pronoun + negative marker + root....
The negative marker is constructed as follows

| d+ vowel |
|---|

The negative of dii (to eat) and nʏ ɔ (to drink).

| | |
|---|---|
| **M tʊ ɖii** | **to eat (paste)** |

**Affirmative**

| | |
|---|---|
| Menɖíi m tʊ | I eat paste |
| Nyenɖíi m tʊ | you eat paste |
| Wenɖíi m tʊ | s/he eats paste |
| Ðenɖíi m tʊ | we eat paste |
| Mɪnɖíi m tʊ | you eat paste |
| Ɓenɖíi m tʊ | they eat paste |

**Negative**

| | |
|---|---|
| Medenɖíi m tʊ | I don’t eat paste |
| Nyedenɖii m tʊ | you don’t eat paste |
| ɪdenɖíi m tʊ | s/he doesn’t eat paste |
| Ðedenɖíi m tʊ | we don’t eat paste |
| Mɪdenɖíi m tʊ | you don’t eat paste |
| Bedenɖíi m tʊ | they don’t eat paste |



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| **Lím nyɔɔ** | **to drink (water)** |
|---|---|
| Affirmative | |
| Mɔnny ɔ lím | I drink water |
| Nyɔnny ɔ lím | you drink water |
| Wɔnny ɔ lím | s/he drinks water |
| Ðɔnny ɔ lím | we drink water |
| Mɩnny ɔ lím | you drink water |
| Bɔnny ɔ lím | they drink water |
| Negative | |
| Mɔdɔnny ɔ lím | I don't drink water |
| Nyɔdɔnny ɔ " | I don't drink water |
| ɩdɔnny ɔ " | I don't drink water |
| Ðɔdɔnny ɔ " | I don't drink water |
| Mɩdɔnny ɔ " | I don't drink water |
| Bɔdɔnny ɔ " | I don't drink water |

**Exercises**

1) Find the suitable expressions to say the following ideas

Mɔdɔndɔ _____

Ðɔnw tí _____

Nyenvili _____

Wenɖíi _____

Mɩnny ɔ _____

Wonduú _____

**Questions about statement**

Ask as many questions as possible about the following statement

**Example:**

| | |
|---|---|
| Menvili kɛkɛ ɖoozi | I prepare peanut sauce |
| ɩŋíní gɛ nyenvili kɛkɛ ɖoozi? | how do you prepare peanut sauce? |
| Wégɛ mɩnvili? | what do you prepare? |
| Kɛkɛ ɖoozi gɛ nyenvili? | do you prepare peanut sauce? |

Wonduú fudúu _____

Mɩnny ɔ koko _____

Wɔndɔ koliko _____

Bɔnw tí s k r _____



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**Exercies**

1) Make sentences with the following words and expressions

Niíni, fuduú s k r , menɖíi, na, s m

2) Answer these questions
- Wégɛ nyenɖíi t ɛr ?
- kíɖíím wenbɪ gɛ nyanlám?
- Wégɛ nyɔndúu ɖaaníŋa?

3) Translate into Tem

My mother cooks rice and beans _____

We don't drink porridge _____

I pound yam _____

You prepare baobab leaves _____

They cook wáácí _____

**Situation**

Give the recipe of your favorite food.

**TDA**

Ask your host mother or sister how they prepare a local food. Come and report to the class with new vocabulary.



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# Lesson 6

# Invite someone, accept or decline an invitation

***Objectives:***

After studying this lesson trainees will be able to:

1) Use specific vocabulary and verbs to invite someone to do something
2) Accept or decline an invitation in a polite way to maintain a good relationship with people, which will support their personal safety and security.



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### *Dialogue*

*Kadira invites her friend Rachel a Peace Corps Volunteer to a traditional feast Gadao*

| | |
|---|---|
| Kadira: | Nooɖé |
| Rachel: | Yaá, nyána nyándíí? |
| Kadira: | Alafia, ceré gɛ, Gadao wanbazì, nyonboɖéé? |
| Rachel: | Ɩín, mɛsɩ nyɔɖɔ nyonboɖé? |
| Kadira: | Ɩín, bɩla ceré kérefu lubɛ |
| Rachel: | T ɔ, bɩla ceré |

### *Dialogue in English*

| | |
|---|---|
| Kadira: | Welcome |
| Rachel: | Ok, are you fine? |
| Kadira: | Well, tomorrow Gadao will start, are you interest? |
| Rachel: | Yes, and you? |
| Kadira: | I am interest too. Then we shall meet tomorrow at 7 o'clock. |
| Rachel: | Ok. See you tomorrow. |

### *Cultural notes*

- *In general, friends or members of the same family visit each other without any previous invitation.*
- *You are always welcome to share a meal or a drink or to spend time together... even if that was not planned before.*
- *You are responsible for your guest's food or drink.*
- *It's necessary to express your limits during an invitation where people will offer you food and drinks until you tell them we have enough.*

### Words and useful expressions

### Specific occasions in which one can invite or be invited

| | |
|---|---|
| ➢ Suuna | naming ceremony |
| ➢ Suuna da | in the naming ceremony |
| ➢ Liiya | funeral |
| ➢ Liiya da | in the funeral |
| ➢ Hijé | wedding ceremony |
| ➢ Hijé da | in the wedding |
| ➢ Bàar | dance |
| ➢ Am ʊz | game/play |
| ➢ Am ʊz da | in the enjoyement |
| ➢ s ɔzì | traditional ceremony |
| ➢ Jɩngarɩ | feast |
| ➢ Jɩngarɩ kʊmukʊ | muslim feast (after lent) |
| ➢ Jɩngarɩ kʊbɔngɩ | tabaski (muslim feast) |



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- Krısmasɪ — christmas
- Bìnì Kìfàl — New Year
- kíɖíím yaaɖíiɖ — restaurant
- S ɪ m yaany ɔɖ — bar, "buvette"

## Expressions to invite

- Kɔnɪ nlaazɪma — accompagny to.....
- Kɔnɪ ɖɪbo — I would like us go to....
- Mɔnzɔlɛ nlaazɪma — I would like you to accompagny me to....
- Mɔnzɔlɛ mananya ɖɪbo — I would like us to go

### Expressions to accept an invitation

- ɪín — ok! ( I accept)
- Monboɖé — I accept to go

## Expressions to decline an invitation

- Aayí — no
- Mɛnvɛɪna ɖaama — I am available
- Mandanbɪzɪ monbo — I can't go
- Menizi ɖɔkɪna — I am busy
- Mandasa — I don't think so

## Exercises

1) If you want to invite your friends on these occasions, what will you say?

Amuzɛ da
Suuna da
Hijé da
S ɪ m yaany ɔɖ
Liiya da

Build a dialogue with the following expressions and pratice it with your classmates:
Ceré, nlaazɪma, 7h30, suuna da, ɖaama, nyɔnwɛna etc.

## Grammar notes

The conditional tense is used to expres a wish or to soften a demand.

1) Mɔnzɔlɛ nlaazima liiya da — I would like you to go to the funeral with me



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| | |
|---|---|
| 2) Mɔnzɔlɛ ɖɪbo am ʊz da | I would like us to enjoy ourselves |

**Mɔnzɔlɛ + verb in future + object**

| | |
|---|---|
| Mɔnzɔlɛ nlaazɪma S ɪ m yaany ɔɖ | I would like you to joins a bar |
| Nyɔnzɔlɛ ɪlaazɪnya kíɖíím yaaɖiiɖ | you want him to go to a restaurant |
| ɪnzɔlɛ ɪlaazɪ kɪyakʊ | he would like him to go to market |
| Ðɔnzɔlɛ nlaazɪɖa sukuli da | we want you to joins going to school |
| Mɪnzɔlɛ nlaazɪmɪ am ʊz da | you (pl) want you to amuse ourselves |
| Bɔnzɔlɛ nlaazɪwɛ bàar da | they want you to join them at the dan dance club. |

**Exercises**

1) Invite:

- The school director on Easter day to your house
- The student on new year's day.

How do you invite:
- Your friend on christmas day
- Your counterpart for a Tem dance ''Takayɪ''

2) Complete this dialogue and pratice it with your classmate

A: Na ɖaaníŋa
B: Yaá, biya ní?
A: Alafia. Nyɔnwɛna ɖaama nlaazɪma s ɪ m yaany ɔɖɛ
B: Etc

3) Translate in to Tem

We are not free this evening
_____
I am interested
_____
I would like to invite you to the naming ceremony
_____
I don't think so
_____



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**Situation**

Invite your friend for lunch to the restaurant "ɪs ɔ wɛ"

**TDA**

Go to a member of your host family and ask him how he/she expresses his/her refusal when he/she is invited. Come and share with the classmates.

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# Lesson 7

# Talk about daily activities

***Objectives :***

After studying this lesson, trainees will be able to:

1) Name different daily activities
2) Use the appropriate vocabulary and the present habitual to talk about daily activities in their community
3) Discuss cultural notes and safety and security issues related to the competence
4) Talk about their daily activities in the community for their integration.



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## Text

Amed's typical day

Amed kɛ cica Kpangalam sukuli da. Kérefu náátɪnazá na f ɪ (4h30') gɛ wangʊrʊ.

Awɛnzɛ ɪs ɔ bɪtɛ, ɪyáalɪ ɪn ɔ, ná ɪnɖɛɛ ɪns ɔ. A wɛnɖɛɛ s ɔ, ɪssùu ɪgbìnà. Na ɪnlɪìzìɪ s nt . A wɛndɛ na ɪkp ɔ sukuli nìmbaw . ɪdenguegbém ɪdaawʊ́ da. Ðaanɪŋa gɛ wangabɪsɪ ɖaána. A wɛvɛzɪ cíkɔ, na ɪnɖíí kíɖíím na ɪnbo ɪfínɪ.

Amed is a teacher at kpangalam (name of school). He wakes up at 4h30'am to pray. Then he brushes his teeth and gets dressed. After this, he eats his breakfast and leaves for school. He doesn't return at noon. He goes home in the evening. After resting and eating, he goes to bed.

### *Cultural notes*

- *In the morning people wash their face before they greet or start their activities*
- *Activities are shared according to gender and age*
- *In general, women take care of household chores.*
- *It's better to wear appropriate shoes to go the farm.*

## Words and useful expressions

### Some places where someone can go for an activity

| | |
|---|---|
| ➢ Bùróo | the office |
| ➢ Kɪyakʊ | the market |
| ➢ Buwá | the river |
| ➢ Sukuli | the school |
| ➢ Ðáŋ | the room |
| ➢ Fɔ | the farm |
| ➢ S w | the bathe |
| ➢ Ðaaw r | the toilet |
| ➢ Kpángbám | the kitchen |

### Some verbs

| | |
|---|---|
| ➢ S ɔ | to bathe |
| ➢ Kparɪ | to sweep |
| ➢ C t | to wash (clothes) |
| ➢ Ðóm | to sleep |
| ➢ Boɖé/ɖ ɛ | to go |
| ➢ Lúu | to fetch (water) |
| ➢ Yàalɪ | to wash (dishes, vehicles, shoes) |



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## Expressions

| | |
|---|---|
| ➢ Mɔnz ɔ l m | I take my bath |
| ➢ Moonlúu lím | I fetch water |
| ➢ Mɛnɖ ɛ tìmɛ̀rɛ̀ | I go to work |
| ➢ Tɔ kpàrì | To sweep the compound |
| ➢ Fɔ boɖé | to go to farm |
| ➢ Kíɖíím lám | to cook meal |
| ➢ Kpìnà ɔ t | to wash clothes |
| ➢ Nyɪnasɪ yaalɪ | to wash dishes |
| ➢ Kpìnà yam | to sell things |
| ➢ Nimini ɖ ʊ | to light fire |
| ➢ Suulé t | to brush teeth |
| ➢ S nt lɪzɪ | to take one's breakfast |

## Some expressions of time

| | |
|---|---|
| ➢ Bìlà wànàl | for a long time |
| ➢ Bàangberé | everyday/always |
| ➢ Ðasam sam | quickly |

## Other expressions

| | |
|---|---|
| ➢ Wégɛ nyanlám t ɛr ? | what do you do in the morning? |
| ➢ Wégɛ nyanlám ɪdaaw da? | what do you do in the noon? |
| ➢ Wégɛ nyanlám ɖaaníŋa ɖɔ? | what do you do in the evening? |

## Exercises

1)Give the activities related to these periods of time

| T ɛr | ɪdaaw da | Ðaaníŋa ɖɔ |
|---|---|---|
| | | |

2) Write a dialogue using the following words and pratice it with your classemate. Bàangberé, wégɛ nyanlám, tìmɛ̀rɛ̀ da, monboɖé.



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**Grammar notes**

While talking about daily activities, the present tense is the most common tense used.

**Example:**

| | |
|---|---|
| Tɔ kpàrì t ɛr | to sweep the floor every morning |
| Mangbàrì tɔ t ɛr | I sweep the floor every morning |
| **Mangbàrì** | **tɔ** **t ɛr** |
| **Sub+veb (present) + object +** | **expressions of time** |

**Other examples**

| | |
|---|---|
| Lím lúu bàangberé | to fetch water everyday |
| Monlúu lím bàangberé | I fetch water everyday |

**Exercises**

1) Say what you do at these different periods of the day.

A nyangʊrʊ t ɛr _____

ɩdaawʊ́ da _____

Ðaaníŋa ɖɔ _____

2) Make sentences with these expressions

**Example:**

Kíɖíím lám bàangberé

- Ma.....

Manlám kíɖíím bàangberé

S nt lɪzɩ t ɛr

– Ban.....

Tìmɛ̀rɛ̀ boɖé ɖasam

– Won.....

Kpìnà ɔ t Aláháɖɩ

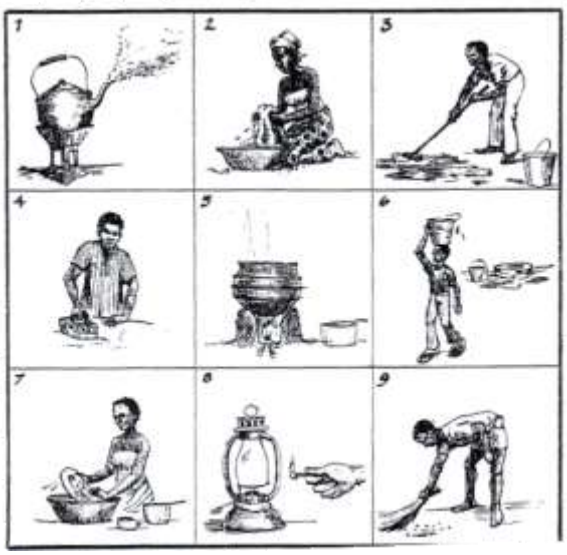
- Ðɔn.....

Nyɩnassɩ yaalɩ ɩdaaw da

– Nyan.....

Ðàŋ kpàrì bangbéré

- Wan.....



Say in Tem what you see

4) Rearrange the following words

Lím/ t ɛr / s ɔ /sukuli biya

Fɔ /boɖé/wo/ t ɛr

Tìmɛ̀rɛ̀/lám/ ɩdaaw da

Lúu/lím/aléwa/ɖaaníŋa ɖɔ



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**Situation**

1) Your counterpart would like to know what you do when you wake up.
2) Tell your host brother or sister your typical day in USA.

**TDA**

Ask these members of your Togolese family; what they do in the course of a day and report back to the class.
Father
Mother
Sisters
Brothers



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# Lesson 8

# Ask for and give direction and time

***Objectives:***

After studying this lesson, trainees will be able to:

1) Use appropriate vocabulary to ask for and give directions and the time
2) Use the imperative and prepositions to ask for and give directions
3) Discuss cultural notes and safety and security issues related to orientation
4) Give and follow directions in the community.



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### *Dialogue*

*Clarissa would like to go the post office. Rama shows her the way.*

Clarissa: Na w sí
Rama : Yaá, nyɛnɖɛɛ lé?
Clarissa Mɛnɖɛɛ p sì, àmá máásɪ ɪna, lásùurù, lé gɛ kɪwɛ?
Rama: Bɪvɛɪ bòlìnì Kp ɔ nìmbàa kɪna ál jɪngiri j ɔ
Na ɪgɛyɛnlɪ nyan nì kìɖìù ɖɔ. P sì wɛ k ɔna da.
Clarissa: Na tìmɛ̀rɛ̀. Bɪlá bɪtásɪ
Rama : T ɔ, bɪlá bɪtásɪ

### *Dialogue in English*

Clarissa: Good afternoon.
Rama: Ok. Where are you going?
Clarissa: I am going to the post office, but l don't know where it is.
Please, can you show me the way?
Rama: It's not so far.Go straight ahead until the mosque.
Then return at your right, the post office is in the corner
Clarissa: Thanks you. See you next.
Rama: See you next.

### *Cultural notes*

- *In general, indications about distance are not precise*
- *Sometimes with illiterate people, time is related to the activities of the day (like children going to school, Muslims' Morning Prayer...)*
- *Some people will come late for meetings*
- *People would prefer to lead you to the place themselves or have a child accompany you.*
- *Keep asking people for directions until you arrive at your destination.*

### Words and useful expressions

### Name of some places

| | |
|---|---|
| ➢ kɪyakʊ | the market |
| ➢ Banki | the bank |
| ➢ Fáaɖé | the shop |
| ➢ Lákʊ́ta | the hospital |
| ➢ Sukuli | the school |
| ➢ Tíisaŋ | bus or taxi station |
| ➢ B ɔlì yaamanɖ | soccer/football stadium |
| ➢ Kídíím yaanɖíiɖ | restaurant |
| ➢ S l m yaanyɔɖ | bar |
| ➢ Nɪbawʊ/ɖɪɖɪnbiɖé | the way, the path |
| ➢ Gotalɪ | tarred road |
| ➢ Nìmbàad r | cross roads |



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- P sì — post office
- Bùròo — office

## Verbs

- wìlìı — to show
- Boɖé — to go
- Ð ɛ — to go
- N m — to walk
- kp — to take
- T sì — to cross
- Cáaɖì — to look for
- Bìsì — to return
- Sıìŋ — to stop
- K ɛz — to turn (right or left)

## Expressions related to directions

- Bankı j ɔ — near the bank
- Wúro dɛ — at chief's
- sukuli w r — behind the school
- Jıngiri ızanda — in front of the mosque
- kıyakυ da — in the market
- Nìmbì ɖɔ — on the left
- kìɖìù ɖɔ — on the right
- K ɛz — to turn
- K ɛz kìɖìù ɖɔ — to turn on the right
- Kɛzı Nıbıwυ ɖɔ — to turn on the left
- Bıvɛı bolini — it is not far.
- Bıj ɔ bolini — it is far
- Bıjυna — it is close
- Cénà ìná — from here to...
- Cénà kıyakυ da — from here to the market

## Expressions related to time

- Kérefu — hour
- Minti — minute
- Alwàatì — time/period
- Tàm — time
- Tàm ıŋíní waamana? — what time is it? (what time do you have?)
- Tàm waama — it is time
- Kérefu loɖo waama — it's 6 o' clock
- Mɔnlɔ bυw r — I am late
- Mɔvoli k ɔnı — I'm early
- Kpiri/l bυw r — to be late
- Foli k ɔnı — to be on time
- Tàm wenki gɛ mınd ɔ? — when will you (plural) close?



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- Tàm wenki gɛ ɖanbɪzɪ ɖɪkɛtɪ? when will we meet?

## Exercises

1) Make sentences with these words.

Ɓ ɔlì yaamanɖɛ, tíisaŋ da, kɪyakʊ da, Fáaɖé

**Example:**

Arouna wɛnɖɛɛ Ɓ ɔlì yaamanɖ Arouna is going to the football stadium

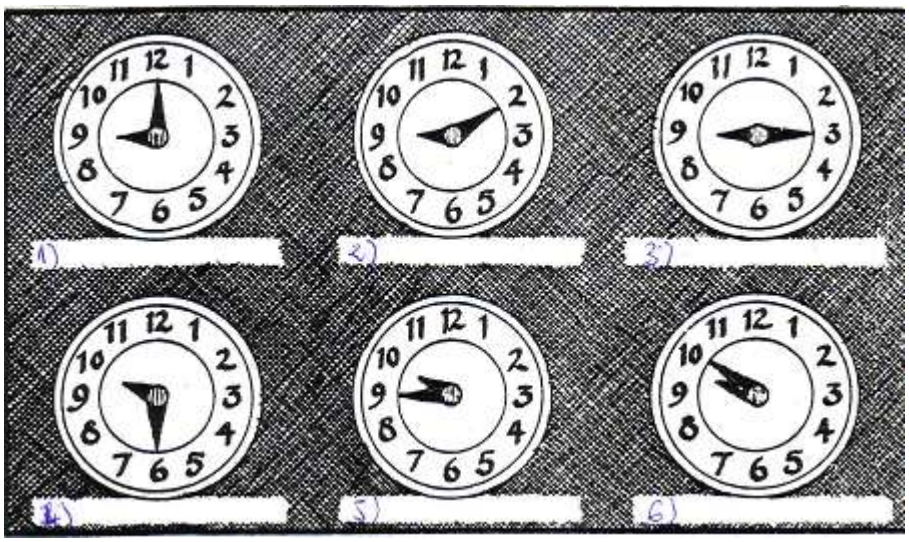
**Suggested verbs**

ɖ ɛ

bodé

mʊ́ʊ

2) Read the time on these pictures



Tàm ɪŋíní waamana? what is the time?

No. 1 Kérefu kéénɪíré waama it's 9 o'clock

No. 2

No. 3

No. 4

No. 5

No. 6



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**Grammar notes**

1) Preposition: in general they follow the noun

Here are some:

| **Prepositions** | **Meaning** | **Examples** |
|---|---|---|
| da | in | Líídeé wɛ fúrúu da<br>The money is in the bag |
| j ɔ | near | P sì wɛ Jɪngiri j ɔ<br>The post office is near the mosque |
| w r | behind | Nyɛnwɛ mɔw r<br>You are behind me |
| d ɛzɪ | under | Caá l ɔr d ɛzɪ<br>Look under the book |
| ɪzanda | in front of | Lákúta ɪzanda<br>in front of the hospital |
| làʊtáa | in the middle of | Sani dɛ fáaɖé wɛ tíisaŋ làʊtáa<br>Sani's shop is in the middle of the taxi station |
| ɖ ɔzɪ | on | cɛɛc wɛ l ɔr ɖ ɔzɪ<br>the bicycle is on the roof of the vehicle |
| Dɛ | at | Wʊ̀ro dɛ<br>at the chief's |

## 2) Imperative

I The imperative form is used when giving directions.

**Example:**

| | |
|---|---|
| Bo fáaɖé j ɔ | go near the shop |
| T sì ɖɪɖinbiɖé | cross the road |



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**Exercises:**

1) Use the following prepositions to answer to these questions

j ɔ, dɛ, d ɛzɪ da, w r

Lé gɛ W ro dɛ wɛ?

Wùro _____

Lé gɛ bùròo wɛ?

Bùròo wɛ P sì na fáaɖé _____

Lé gɛ nyɛdɛ wɛ?

Mɛdɛ wɛ tíisaŋ _____

Lé gɛ Djobo wɔnny ɔ s l m?

Djobo wɔnny ɔ s l m _____

Lé gɛ biya wɛnɖ ɛ?

Biya wɛnɖ ɛ B ɔlì _____

2) Give directions using the verbs in the imperative form

**Example:**

Wɩlɩma ɩɖɔnɖɩ dɛ show me the house of your friend

T sì nìmbàa , K ɛz nìmbì ɖɔ, tíisaŋ j ɔ, wɛ, ɖaána, fáaɖé, w r .

3) What time is it? (to be done among trainees)

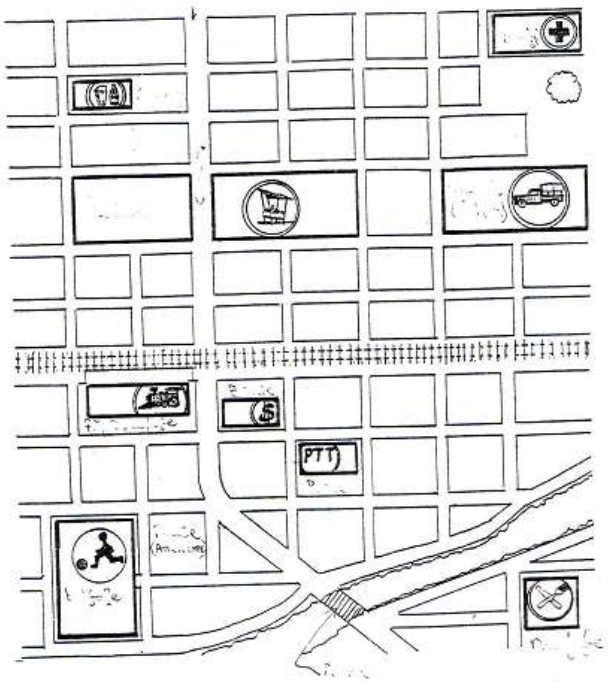
8:00 _____

11:30 _____

5:15 _____

12:45 _____

Give indications based on the map below from one place to another



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## Situation

You are inviting your classmates to you host family's house. Give them directions from the tech house to your house.

## TDA

Go to any member of your host family.  Ask him/her how to get a place you want to go to, write down the information in Tem and come back with it to class.



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# Lesson 9

# Talk about transportation

***Objectives:***

After studying this lesson trainees will be able to:

1) Use the present progressive, interrogative and the future tense
2) Ask questions about the cost, travel time and destinations in order to travel independently
3) Discuss travel conditions and strategies to travel safely.



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### *Dialogue*

*Mary would like to travel to Sokodé. She goes to the taxi station to find a "taxi-brousse" and discuss the conditions of traveling.*

| | |
|---|---|
| Dʊrava: | Nooɖé. Nyɛnɖɛɛ lé? |
| Mary: | Yaá, mɛnɖɛɛ Sɔgɔɖɛı, ıŋíní gɛ mıngbɔwʊ cé na Sɔgɔɖɛı? |
| Dʊrava: | 4500F. K ná 500F kpìnà ɖ ɔ |
| Mary: | Tàm wenki gɛ l ɔr wangʊrʊ? |
| Dʊrava: | L l ɖ kına. Bıgaa ır k ɖ m gɛ na l ɔr ısúu |
| Mary: | Na, konkárí |

### *Dialogue in English*

| | |
|---|---|
| Driver: | Welcome, where are you going |
| Mary: | Ok, l am going to Sokodé. What is the transportation fare from here to Sokodé |
| Driver: | 4500f. Add 500 for the bag |
| Mary: | When are we leaving? |
| Driver: | Right now. It remains one person until the car leaves. |
| Mary: | Thank you! |

### *Cultural notes*

- *Travelers need to be patient enough because drivers will try to have as many passengers as possible before they depart, and they are often overloaded.*
- *In some remote villages, you can wait the whole day, or vehicles are available only on market days.*
- *It's important to have your valuables on you, not packed in your bags.*
- *You should check your luggage whenever a passenger is getting off along the way.*
- *PCVs should not travel on motorcycles.*

## Words and useful expressions

### Means of transportation

| | |
|---|---|
| ➢ Cɛɛc | bicycle/bike |
| ➢ Moto | motorbike |
| ➢ l ɔr | vehicle |
| ➢ Takassi | taxi |
| ➢ "zemijan" | taxi-moto |
| ➢ ıs ɔ da l ɔr | plane |
| ➢ M ɛlà | ship |
| ➢ Dʊrava | driver |
| ➢ Apparanti | apprentice |
| ➢ Kpìr | canoe |



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## Verbs

| | |
|---|---|
| ➢ S ʊ | to enter (a vehicle) |
| ➢ F ɛrì | to pay |
| ➢ Sìɪzì | to stop (a vehicle) |
| ➢ Sìŋ | to stop |
| ➢ C | to sit (on bicycle, horse, motorbike) |
| ➢ Saá | to bike |
| ➢ kp | to take |
| ➢ Mìlìɪ | to drive |

## Useful expressions

| | |
|---|---|
| ➢ Cɛɛc saá | to go by bicycle |
| ➢ Cɛɛc c ʊ | to go by bicycle |
| ➢ L ɔr mìlìɪ | to drive a vehicle |
| ➢ ɪs ɔda l ɔr sʊ́ʊ | to take aeroplane |
| ➢ L ɔr sʊ́ʊ | to take a vehicle |
| ➢ Nìmbàa boɖé | to travel |
| ➢ Moto c ʊ | to go by motorcycle |
| ➢ L ɔr líídeé | transportation fare |
| ➢ Wégɛ nyɔngb ʊ a nyɛnɖ ɛ lumɛ | what mode of transportation do you take if you go to lome |
| ➢ Mɔngb ʊ l ɔr | I take the vehicle |
| ➢ Mɔngb ʊ ɪs ɔda l ɔr | I go by aeroplane |
| ➢ Nyɛnɖɛɛ lé? | Where are you going? |
| ➢ Lélé gɛ nyɛnɖɛɛ? | Where are you going? |
| ➢ Lé gɛ nyɛnɖɛɛ? | Where are going? |
| ➢ Lé gɛ nyɛɖɛɛ? | Where did you go? |
| ➢ Nyɛɖɛɛ lé | where did you go? |

## Exercises:

1) Answer the following questions

| | |
|---|---|
| Wé gɛ nyɔngb ʊ a nyɛnɖɛɛ....? | what (mode of transportation) do you take if you go to...? |
| Las Vegas | |
| Kpalimɛ | |
| Dapangʊ | |
| W ro dɛ | |
| Kɪyakʊ da | |



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2) Draw a mode of transportation

Start drawing a mode of transportation and let others guess.

## Grammar notes

1) The used of "wé +……." means ''which'' or ''what''

The interrogation "wé" means "what", but "wé" + ni, ki, ka, ɖé becomes which

**Example:**

| | |
|---|---|
| l ɔr wendé gɛ nyansʊ́ʊ? | Which vehicle are you taking? |
| Cɛɛc wenki gɛ nyɔnj ? | Which bike are you riding? |

Their plural forms are: bá, tí, sí, ná

**Example:**

Lɔ sʊ́ʊ

Lɔ weená gɛ mɪnsʊ́ʊ?

| Singular | Plural |
|---|---|
| Weeni | Wenbá |
| Wenki | Wentí |
| Wenká | Wensí |
| wendé | Weená |
| | wenbi |

* "wenbi" is specific for liquid

2) The difference between c ʊ (to go by) and sʊ́ʊ (to enter).

C ʊ is used for bike, motorbike

**Example:**

| | |
|---|---|
| Moto c ʊ | to go buy motorbike |
| Wɔnjc ʊ moto | he goes by motorbike |

Sʊ́ʊ is used for vehicle, train, plane, taxis

**Example:**

| | |
|---|---|
| Taxi sʊ́ʊ | to take the taxi |
| Majaa wanzʊ́ʊ taxi | my father take's the taxi |

Kp (to take) is used for all means of transportation

**Exercises**

1) Make sentences using these words, use appropriate verbs

**Example:**

| | |
|---|---|
| Manzʊ́ʊ l ɔr mɛnɖɛɛ kɪyakʊ | I go to the market by a vehicle. |

Cɛɛc _____

"Zemijan" _____

ɪs ɔda l ɔr _____

m ɛlà _____

Kpìr _____



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2) Rearrange the following words in these sentences

Tchamba/5000/ ɩnbo/ l ɔr /

Peace Corps/ wanzʊ́ʊ/ l ɔr / Brown Lee

ɩs ɔda l ɔr / volontaire/ wɔngb / ɩɖ ɛ

3) Translate into Tem

My elder sister goes to Paris by plane

The teacher takes the taxi to the airport

We go to Accra by a vehicle

What is the price of the transportation from Kpalimé to Lomé?

**Situation**

You want to go to Bassar. Try to find the right vehicle at the station, ask for the price, duration etc.

**TDA**

Go to taxi station in your village. Ask questions to know the conditions of travelling from your post to the place of your choice. Come back to class with the informations.



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# Lesson 10

# Talk about one's state of health

***Objectives:***

After studying this lesson, trainees will be able to:

1) Name different parts of the human body
2) Talk about their state of health or ask for someone's state of health
3) Use the indirect complement personal pronouns
4) Discuss Togolese ideas and behaviors regarding sickness



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### *Dialogue*

Jeff the Peace Corps volunteer is visiting his counterpart who is sick

| | |
|---|---|
| Jeff : | Nyana caarí |
| Djobo : | Yaá. Nyana suluú |
| Jeff : | Yaá, nyɔd n ʊ da ní, |
| Djobo: | Alafia. bʊj ɔ soci, bìrìʊ wanjàar kʊ ma |
| Jeff: | Nyoobo lákʊ́táa? |
| Djobo: | Aayí, modobo ta, nàb r ceré a bɪdatʊʊ́ma |
| Jeff: | Abɪlɛ, ɪs ɔ fa soci |
| Djobo: | Ami, ɪz ɛ myɛdɛ zàm ɔ |

### *Dialogue in English*

| | |
|---|---|
| Jeff : | Sorry |
| Djobo: | Ok! welcome |
| Jeff : | Ok! What about your health |
| Djobo: | Well, I have diarrhea |
| Jeff : | Did you go to the hospital |
| Djobo: | No, not yet. Maybe tomorrow if the pain does not go away. |
| Jeff : | Ok! May god bring you good health |
| Djobo: | Thank's, greetings to your family members. |

### *Cultural notes*

- *People are not direct in saying what's wrong. They will first say everything is ok before they mention any sickness or sad news.*
- *Sickness is seen like a punishement from god or ancestors or caused by sorcery.*
- *People will not necessarily go to the hospital or to a health center when they are sick, but they will try different treatements by themselves with medicine or traditional infusions.*
- *People believe a lot in traditional healers.*



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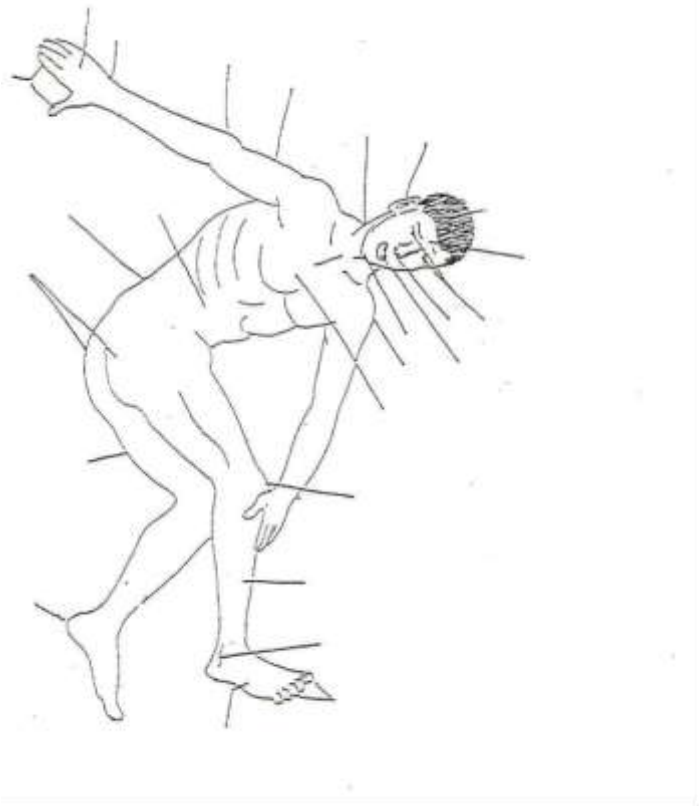
***Words and useful expressions***

## *1) Human body*



- Tɔnύυ — body
- K j υ — head
- Ny ɔzì — hair
- ìzìr — eye
- ìzà — eyes
- N mb ɔw — nose
- N ɔ — mouth
- Kélé/kéla/Kala — tooth/teeth
- Nìngbàm / nìngbàmìnì — ear/ears
- Nyιrε/nyὲ — forehead
- Báŋa — neck
- N υnì — arm
- Nika/nizi — finger/fingers
- Wembiré — chest
- Lóódi — intestines
- N v rε/n v — foot/feet leg/legs
  Yuré/yo — leg/legs
- K tòlùu/k tòlìni — back
- Tìn ɔ — waist
- K d ŋ/ kυdɔmìnì — disease/diseases
- Kpézu — cough



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- Kaníŋ — cold
- Sùùlé — fever
- Bìrìʊ — diarrhea
- K j ʊ fólìɪ — headache
- Lóódi mɪlɪ — stomachache
- Nyíngáázɪ — tiredness

What is he doing?

## Verbs

| | |
|---|---|
| Fólìɪ | to hurt headaches |
| Níí | to hurt |
| Nyaádɪ/tɔn ʊ | to be ill |
| Mìlìɪ | to hurt/ stomach aches |
| Fadɪnɪ lim | to swallow (medecine) |
| Lákʊ́ta bodɛ́ | to go to hospital |

## Expressions

- Ngbalanyá? — What's wrong with you?
- Mag j ʊ wanííma/ wovolima — I have a headache
- Molóódɪ wanmìlìɪ — I have a stomach ache
- Bɪj ɔma tɔn ʊ — I'm sick
- Mannyadɪ — I'm sick
- Súulé wɛnama — I have a fever
- Bɪj ɔ nya ɪŋíní? — how do you feel?
- Bɪyaásɪ? — how do you feel
- Bɪj ɔ socíí? — Is it going well?
- ɪín, bɪj ɔ socí — Yes, it is going well
- ɪs ɔ fa soci — get better or get well soon
- ɪs ɔ tásì alafia — get better or get well soon



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**Exercises:**

1) Give a lecture to the rest of the class pointing out the body parts you studied.

2) Write a dialogue using the following expressions (add some)
   K j ʊ fólìɪ/ngbalanyá?/méeli fadɪnɪ/aayí/modobota lákʊ̀ta.

## Grammar notes

### The complement personal pronouns

They are:

| | |
|---|---|
| Mag j ʊ wovolima | my head hurts |
| Nyág j ʊ wovolinya | your head hurts |
| ɪg j ʊ wovoliɪ | her/his head hurts |
| Ðag j ʊnɪ wovolida | our heads hurts |
| Mɪg j ʊnɪ wovolimɪ | your head hurts |
| Bag j ʊnɪ wovoliwɛ | their heads hurts |

## Exercises

Translate into Tem:
What's wrong with you? _____
She is sick _____
he has a stomachache _____
I am not feeling well _____
They have cold _____
You have diarrhea _____

## Situation

Your neighbor's wife is sick. Greet her and ask questions to know what is wrong with her.

## TDA

Talk with Mister x, ask him the common diseases in the area and their treatment.



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# Lesson 11
# How to express emotions

***Objectives:***

After studying this lesson trainees will be able to :

1) Talk about the culturally accepted behavior during a happy or sad event
2) Use correct words and expressions to converse during those events.



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### *Dialogue*

*Zélia the wife of Deborrah's counterpart has given birth. She pays her a visit and expresses her feelings.*

| | |
|---|---|
| Deborrah: | Nyangʊrʊ alafiaa? |
| Zélia: | Alafɪa mám mám, nyana suluú |
| Deborrah: | Yaá, mannií sɪ nyaal r keɖé. Nyana K j ʊ niíní. Alʊ ya abàlʊ? |
| Zélia: | Alʊ gɛ, nyana b ɔzì |
| Deborrah: | Banyaá bú sɪ we? |
| Zélia: | Banyaáɪ sɪ zuréya. |
| Deborrah: | ɪs ɔ c |
| Zélia: | ami |

**Dialogue in English**

| | |
|---|---|
| Deborrah: | Are you well? |
| Zélia: | Very well, welcome |
| Deborrah: | I heard that you gave birth yesterday. Congratulations! Is it a baby girl/boy? |
| Zélia: | A baby girl, thank's for asking |
| Deborrah: | What is the name of the baby? |
| Zélia: | His name is Zuréya |
| Deborrah: | I wish you prosperity |
| Zélia: | amen |

### *Cultural notes*

- *It's very important to express one's sympathy to a friend, a colleague, your neighbor during a sad event (sickness, accident, death...) by visiting or making a symbolic gift of money, food or anything else depending on your relationship.*
- *You do the same for happy events and you congratulate*
- *Failing to give moral support (especially to pay a simple visit) would make people think that you have no regard toward people or you are not interested in the community in which you live.*



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## Words and useful expressions

### Happy events

- Hijé — marriage
- Suuna — baptism
- ɖíi (exam) — success
- Bɪzanda boɖé — promotion

### Sad events

- Sìm — death
- ŋmìlìm — robbery
- Nìmiìní — fire
- Tìmɛ̀rɛ̀ da ɖ — dismissal
- I ɔr sàl ɪ — accident
- T t sàl ɪ — to fall

### Verbs

- L r — to give birth
- Suuna lám — to baptize
- àlʊ kp — to marry a woman
- Abàlʊ saárɛ — to marry a man
- ŋmìlìm kpìnà — to steal something
- Ðíí — to succeed an exam

### Expressʊions

- ɪs ɔ làyì gafara — sorry
- ɪs ɔ fƐzɪ wembiré — condolences
- Nyana K j ʊ niíni — congratulations (you're lucky)
- Bɪla — It's good
- Ðɔkɪ nyadɪ — have courage
- ɪs ɔ fa suru — have courage
- ɪs ɔ c — I wish you prosperity
- ɪs ɔ fa wezu kɪbìzu — long life



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## Exercises:

3) Express your feeling on these events:
Your brother got married
Your host father has just lost his mother
Your friend passed his exams
Your aunt had her first baby.

### *Grammar notes*

### *The past tense:*

In Tem the past tense is made by doubling the vowel of subject pronoun.

| **Bú l r** | **to give birth** |
|---|---|
| **Present tense** | |
| Manl r bú alυ | I give birth to a baby girl |
| Nyánl r bú alυ | you give birth to a baby girl |
| wanl r bú alυ | s/he give's birth to a baby girl |
| Đanl r biya alaa | we give birth to a baby girls |
| Mιnl r biya alaa | you give birth to a baby girls |
| Banl r biya alaa | they give birth to a baby girls |
| **Past tense** | |
| Maalυrυ bú àlυ | I gave birth to a baby girl |
| Nyáalυrυ bú àlυ | you gave birth to a baby girl |
| lɖƐƐlυ waalυrυ bú àlυ | he's wife gave's to a baby girl |
| Đaal r biya àlaa | we gave a baby girls |
| Mιl r biya àlaa | you gave a baby girls |
| Baal r biya àlaa | they gave a baby girls |

## Exercises

1) How do you respond in Tem to these events

**Example:**

ιɖawàalυ wɔɔgbɔ àlυ

ιna K j υ níini

magaa wàal rυ kéɖé w r

_____

ιɖɔndι wannyadι

_____

Đenize waazι

_____

2) Translate into Tem

Congratulations _____

Have courage _____

You have succeeded _____

She got married _____



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You have been promoted _____

My condolences _____

### Situation

The headmaster's wife at the school where you are working has just given birth. She meets you and announces the event to you. Express your feelings to her.

### TDA

Go to see your counterpart. Ask him questions on what he does when event occurs in the community. Come and share with the class the new expressions.



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# Lesson 12

# Ask for help in an emergency

***Objectives:***

1) After studying this lesson trainees will be able to:
2) Use appropriate words and expressions to ask for help in an emergency
3) Use object pronouns
4) Discuss the safety and security support system in their community



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## Dialogue

There is a thief in Maro's room. She yells and asks for help. The neighbors rescue her.

**Text**

Maro na ɪdɔndɪnaa waali bɛnɖ ɛ s ɩ m ny ɔdɪ. Waagabɪsɪ ɪdɛɛ kérefu fuú na natilɛ j ɔ. Sɪsʊ́ʊ ɪdɛ ɖaŋ da nɛ waana nar wanŋmɪlím ɪdɛ w ɩ ɛsɪ ɪngɛ waama kébikɔ. ìrà ɩ ɛma yóoo. ɪgɔɔ biya weguézé bɔɔk ɔnɪ bàakpa ŋmìl .

**Text in English**

Maro wents to a bar with her friends. She came back about 22h pm. When she enter her room, she saw someone taking her radio. She yelled and her neighbors came to catch the thief.

## *Cultural notes*

- *Solidarity between people in the community is very strong, so you just call out if you need others' help.*
- *In towns or big cities people are more individualistic, and may be more reluctant to offer help.*

## Words and expressions

### *Theft:*

| | |
|---|---|
| ➢ ɪrà ɩ ɛma yóoo | Alarming cry in an emergency case |
| ➢ ŋmìl yóoo/ ŋmìl | Oh thief |
| ➢ Ðɪjinɖé wanjaarɪma | A crazy man is harassing me |

### Fire

| | |
|---|---|
| ➢ Nímíni yóoo, nímíni wéédé maɖáŋ | Fire/my house is burning. |
| ➢ ɪgɔnɪ ɪzɪnama ɖɪɖɪ nímíni | Come and help me |

### Harassment/attack

| | |
|---|---|
| ➢ Bɪyasɪ gɛ? | What |
| ➢ Wé nbɪl | What's that? |
| ➢ Mandanja bɪlɛ | I don't like that |
| ➢ Yéelema | Let me! |
| ➢ ɪdenzé ìrà | You don't respect people |
| ➢ Ð ɛ ɪna | get away from me |
| ➢ Lìɪ ɪna | Go away |



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**Sickness**

| | |
|---|---|
| ➢ Bɪjɔɔma tɔn ʊ | I'm not doing well |
| ➢ Asé ɖé moobo lʊmɛ | I have to go to Lome |
| ➢ Làsùurù nyanbɪzɪ ɪjaama l ɔr ɛ? | please find a vehicle for me |
| ➢ Mɛnɖ ɛ mɔɖɔnɖɪ j ɔ na mɔng ɔnɪ | I am going to visit my friend |
| ➢ Madangabɪsɪ sɪnjé | I won't be back today |
| ➢ Mangalám wɛnalɛ na mangabɪsɪ | I will be back in a few days |

**To propose help**

| | |
|---|---|
| ➢ Manzɪnanyáá? | may I help you? |
| ➢ Manjáanya l ɔr ɛ? | will I find a vehicle for you? |
| ➢ We gɛ manbɪzɪ manlanya? | what can l do for you? |

## Exercise:

If you were in these situations what would you say ?

Ðom wansʊ́ʊ nyaɖáŋ

Ðɪjinɖé wɛ nìmbàa da

ŋmɪlʊ wanŋmɪlɪ nyɛdɛ cɛɛc

Nyɔdɔnʊ da

Nyɛnɖ ɛ nìmbàaʊ (a trip)

## Exercises

1) Which words or expressions would you use in these situations

Someone touched your buttocks
You see a snake in your counpound
You are very ill, and you want the help of your neighbour
The house of your counterpart is burning
Someone is demanding to marry you
A crazy man is harassing you

2) Translate into Tem

Can I help you? _____

Help them _____

They help me _____

It's ok _____

Her father helps me _____

What can I do? _____

## Situation

When coming from the market around 6:00 p.m., you see a group of people. They attempt to attack you and they steal what you bought. Ask for help.

## TDA

Go to your host father. Ask him questions about how he asks for help when a crazy man attempts to attack him. Come and report to the class.



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# Lesson 13

# Talk about work

***Objectives:***

After studying this lesson trainees will be able to :

1) Use appropriate vocabulary and the conditional tense to talk about his/her job in the community.
2) Discuss the importance of foreign help (especially American help) in Tem communities.



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### *Dialogue*

*Jessica a GEE Volunteer in Kétao met the Director of the CEG and explaines to him the reason why she is there*

| | |
|---|---|
| Director: | Nooɖé |
| Jessica: | Yaá. nyanawísɪ |
| Director: | Yaá, banyaánya sɪ wé? |
| Jessica: | Banyaáma sɪ Jessica. Maagalina Texas. mɛngɛɛ Peace Corps tìmɛ̀rɛ̀ lámɖʊ |
| Director: | Tìmɛ̀rɛ̀ wenɖé gɛ sinlá ɖɛd ɛ cé? |
| Jessica: | Mɛng ɛ GEE dɛ ɪr "Education et promotion de la fille" francais da |
| Director: | Bɪj ɔ kaz ɔ. Tìmɛ̀rɛ̀ ɖɪm gɛ Peace Corps dɛ ìrà rìŋà wanlám? |
| Jessica: | Aayí, tìmɛ̀ wɛ ɪdɪ ndɪ |
| Director: | Nyɛd ɛ k ɔnɪ cé walaɖa nííni páa. |
| Jessica: | Bɪlá bɪtásɪ |

### *Dialogue in English*

| | |
|---|---|
| Director: | Welcome |
| Jessica: | Thank you ! Good afternoon |
| Director: | Ok! What's your name? |
| Jessica: | My name is Jessica. I am fromTexas. I'm a Peace Corps Volunteer. |
| Director: | What kind of work are you going to do in our area ? |
| Jessica: | I'm GEE Volunteer. In French "Education et Promotion de la Fille". |
| Director: | That's good. Is it what all Peace Corps Volunteers are doing? |
| Erica: | No. There are other programs. |
| Director: | I'm happy that I am going to collaborate with you. |
| Erica: | Thank you. |

### *Cultural notes*

- *Americans are well regarded in the community and most people would like to be friend or to collaborate with them.*
- *Som people think Americans are rich and powerful and have solution for any situation*



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## Words and expressions related to programs

**GEE:** Biya àlaa na abàlaa dɛ ısaanda boɖé

- Sukuli — school
- Sukuli biya — students
- Cica/wìlìıdʊ — teacher
- Tìmɛ̀ kpɛlɛmɖaa — apprentices
- Biya ɩjaánaa — parents
- kolɛji — college
- Tìmɛ̀rɛ̀ da — workshop/office
- K bɔn — patron/also
- father kédizia — meeting
- T m tàs — to advise
- Mandası biya lomazɛ weena anyéli bɛdɛɛ sukuli ıbo bızanda — I will work in the GEE programm
- Mana sukuli biya ɖınlá tìmɛ̀rɛ̀ — I will work with students

**CHAP:** tɔn da alafia

- lákʊ́ta da — hospital
- lákʊ́ta — doctor/nurse
- fadını — medicine
- Nyímɛ̀rɛ̀ s m — to inject
- Biya maazı — baby weighing
- Biya bɛŋı — to take care of children
- ɖàcrìcrì c — hygiene
- Sida k d ŋ — AIDS
- K d mını ıdı ndı — all kinds of diseases
- Mana alaa ɖınlá tìmɛ̀rɛ̀ — I will work with mothers



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**NRM: Tìɪnɪ s ɔ na fɔɔ da tìmɛ̀**

- Faɖaa — farmers
- Tìɪ — tree
- "Angrais" — fertilizer, compost,
- Đúu — to sow (maize, beans...)
- S ɔ — to plant (trees)
- Mɪz ɔ — cooking stove
- F ɔ — farm
- T — rain
- Yoolimá — rainy season
- l ʊg r — dry season
- Nyìɪdì — grass
- Đàasì — wood
- Kélibé — chickens
- Nàw — cows
- Đɔnɖúu tìɪnɪ — we plant trees
- Tìɪnɪ wɔng ɔna t — trees favor rain

**SED: Kɪyakʊ lámdaa**

- Fáaɖé/stor — shop
- Fáaɖédʊ — shop keeper
- líídeé — money
- Abo — tontine
- líídeé sìì — to save money
- Kpìnà yám — to sell things
- Kpìnà mʊ́ʊ — to buy things
- Fótóos — sellers

## Exercises

1) Give in Tem two or three activities from each program

2) Make sentences following the example below

**Example:**

kpìnì yámɖaa, kɪyakʊ

kpìnà yámɖaa woobo kɪyakʊ they sellers go to the market

Faɖaa, tìɪnì

lákʊ́ta ɖɛ tímɛ̀ lámɖaa, biya

Sukuli biya, kédizia

Volunteer GEE, sukuli biya lòmàaz



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## Grammar notes

### The future tense

It is analogous to the informal American english "future" construction of ".....going to....."

| | |
|---|---|
| Mɔngɔnɪ mombo faɖé da | I am going to the shop |
| Nyɔngɔnɪ ɪnɖúu tɪɪnɪ | you are going to plant trees |

The Tem stucture would be as follows

| |
|---|
| -ngɔnɪ-verb to come |

**Example:**

| | |
|---|---|
| **fáa faɖɪnɪ** | **to spray** |
| **fáa tìɪnì faɖɪnɪ** | **to spray on trees** |
| Mɔngɔnɪ manva tìɪnì faɖɪnɪ | I am going to spray on trees |
| Nyɔngɔnɪ nva tìɪnì faɖɪnɪ | you are going to spray on trees |
| Wɔngɔnɪ ɪfa tìɪnì faɖɪnɪ | s/he is going to spray on trees |
| Ɖɔngɔnɪ ɖɪnfa tìɪnì faɖɪnɪ | we are going to spray on trees |
| Mɪngɔnɪ ɪfa tìɪnì faɖɪnɪ | you are going to spray on trees |
| Bɔngɔnɪ banfa tìɪnì faɖɪnɪ | they are going to spray on trees |

## Exercises

3) Answer these questions.

**Example:**

| | |
|---|---|
| We gɛ "volontaire" wanlám cé? | tìmɛ̀rɛ̀ sukuli da |
| Volontaire wanlám tìmɛ̀rɛ̀ sukuli da | |
| We gɛ lákʊ́ta wanlám? | Wanmazɪ biya |
| Légɛ "volontaire" wanlám tímɛ̀rɛ̀ | sukuli da |
| Tìɪnì wenti gɛ faɖaa wonɖúu | "Moringa" tìɪnì |

4) Translate into Tem

I'll work with farmers
You will teach in college
The parents have a meeting
I'm happy that l will collaborate with you
She's living in Daoudè

## Situation

You meet the women of your post. Explain to them what you will do with them.

## TDA

Go to your host mom, talk about your program in Tem.



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# Useful expressions

**Conversation managers**

| | |
|---|---|
| ŋmàtɪ ɖ ɛf ɛ ɖ ɛf ɛ | say it slowly |
| ɪsɪ we gɛ nyɔdɔ yéé? | what did you say |
| Bɪgùtòlùu sɪ wé? | what does it mean? |
| Mandanɪ bɪ da | I did not understand it |
| Nyannɪ bɪ daa? | is it clear for you? |
| ɪín mannɪ | yes, I understood |
| Aayí mandanɪ | no, I did not understand |
| Sɪwé | what |
| Bɪdanlám nàb r | it doesn't matter |
| Tòovònúm? | is it true? |
| Nyɔnwɛna tòovònúm | you are right |
| Nyɛnbɛlɪ b bɔtɪ | you are lying |

**Needs**

| | |
|---|---|
| Ny ɔsɪ wɛnama | I'm hungry |
| Ny ɔsɪ fɛɪnama | I'm not hungry |
| Mɔdɔnd | I don't eat |
| Mɔdɔnd ʊ | I don't eat meat |
| Mɔdɔnd ʊ tìna | I don't eat fish |
| Mɔnd | I eat |
| ɖòol wɛnama | I'm thirsty |
| ɖòol fɛɪnama | I'm not thirsty |
| Bɪnɪma | I'm tired |
| Mɔnz ɔlɛ mɛvɛzɪ | I want to relax |
| Mɛnɖ ɛ mavɪnɪ | I'm going to bed |
| Bʊj ɔ fifini | it's hot |
| Fifini wɛnama | I'm hot |
| Bʊj ɔ kàanìŋà | it's cold |
| Kàanìŋà wɛnama | I'm cold |

**At home**

| | |
|---|---|
| kafara | excuse me, please |
| Salama alekum | excuse me, please |
| Bɔk ɔnɪ | come in |
| Gàabɪt | welcome |
| Gàabɪt wa | welcome (you plural) |
| Bɪna bɪdɪɪ? | what's the object of your visit?/what the matter |
| Monboɖé tìmɛ̀rɛ̀ da na mɔng ɔnɪ | I am going to the work |
| Nboo na ngɔnɪ | come back early |
| B kpèlé | have a seat |
| K ɔnɪ ɖiɖií kíɖíím | come and let's eat |
| Meguédií kíɖíím | I already ate |



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**Travel**

- Monboɖé nɩbawʊ — I want to travel and i'll be back (return)
- ɩs ɔ bonanya alafia — travel safely

**Compliment**

- Nyagbɩna j ɔ kaz ɔ — your clothes are nice
- Nyagbɩna wɔmɔnanyá — your dress is well
- Nyagbɩna waaláma kaz ɔ — I like your cloth

**At work**

- Nyana tìmɛ̀rɛ̀ — thank's
- Mɩna tìmɛ̀rɛ̀ — thank's (you plural)
- Yaá — ok
- Bʊj ɔ kaal — the work is hard

**The weather**

- Bʊj ɔ féféléma — it's
- T wannɩ — it is raining
- Bʊj ɔ wísɩ — it is shining

**At feast**

- Jɩngarɩ waala niíni — the feast was very good



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# English to Tem Glossary

## A - a

| | |
|---|---|
| a | |
| able | Bɪzɪ |
| about | nyàzí |
| above | ɪs dáa |
| abscess | |
| accept | tìsí |
| account | akɔnta |
| ache | ódi mɪlɪ |
| across | t sí |
| add | tàsí |
| advise | lomazɛ tàsí |
| afraid | nìndáar |
| after | b w r |
| again | ɖ ɖ |
| against | |
| age | bìɪzɪ |
| ago | ɖòo nɛ |
| agouti | ny ɖ |
| agree | í |
| agricultural | faɖ |
| air | fèfèlím |
| airplane | ɪs dáa l ɔrɛ |
| all | bìrìŋà |
| allow | yélìi |
| all right | bìɪm ɔ |
| almost | bìj ná |
| already | bínlám |
| also | |
| although | báa |
| always | bàangbéeré |
| America | Amérika |
| American | Amérika nì |
| Among | là |
| and | ná/ng |
| anger | bana |
| animal | fànám |
| announce | bòw tì |
| another | nàar |
| answer | tìsí |
| ant | kàmìláká |
| any | báa |
| anybody | báa wenni |
| anything | báa wé |
| anyway | nàbìrìŋà/nàbìl |
| anywhere | báa lé |
| arbiter | *c* sì |
| argue | yò |
| arm | n ʊnì |
| army | s ɔjàtìì |
| around | j |
| arrest | kpáa |
| arrive | tàlìɪ |
| article | kpìn |
| as | íŋínáa |
| ask | b ɔzí |
| aspirin | aspirinɪ |
| at | ndàá |

## B - b

| | |
|---|---|
| baby | bú |
| back | b w r |
| bad | bìdàkàz ɔ |
| bag | fúrúu |
| ball | b ɔlɪ |
| banana | ayaba |
| bandage | bònv kìnáanɛ |
| bank | bankɪ |
| baobab | kadarɔ |
| barber | f nɖ |
| basket | ɖ k |
| bargain | kɪyakʊ ɖʊʊ |
| bark | tì b ɔr |
| barren | kál rɪyá |
| Bassari | bassarɪ |
| bat | s m |
| bathe | lím s |
| bathroom | s ɔʊ |
| battery | bàatrì |
| be | kɛ |
| bean | sɔɔná |
| beautiful | kaz ɔ |
| because | kàmà |
| become | bísí |
| bed | gáɖó |
| bedroom | ɖaŋ kùɖóogú |
| bee | t ʊ́ʊ |



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beer anɪsàrà s l m
before nàaníná
befriend ɖɛnɖɛ
beg fínɪ
begin bàazɪ
behind b w r
believe tìsí
belly lóódi
below tìɪná, ɛ
belt ɖàmbàrà
bend kóodì
benefit jáarà
beside j ɔ
best bìjɔɔ kaz ɔ
better bìjɔɔ soncí
between làʊtáa
beverage s l m
beyond w r
bicycle cɛɛc
big kìkìid
bill akɔnta
bird sinkà
birth l r
birthday l r wìr
bite nyáasì
black kìkpàd
blacksmith kóolu
bless wézu
blood àzìmá
boar téeré
body t n ʊ
body hair ɖɔ ny ɔzì
boil túu
bone sɔwʊɖɛ
book tákárìɖá
born l r
borrow cèeri/kìm
boss k b ní
both bìl ní
bother carɪ
bottle kpárábà
boundary tìŋán
bowl tásá
boy bú abalʊ
boyfriend ɖ n
bracelet kpàr
brain kʊjʊ fʊtʊlma
bread
break b lìɪ
breakfast s nt
breast yíl
breath kɪɪvém
breathe wéezi
brick briki
bright nyéléɖi
bring k nàa
brochette cɪncɪnka
broken b lí
broth yóm
brother ɖawàalʊ
bruise blɔ
brush br ɔsí
bucket gbégidi
build máa
builder daŋ màr
building ɖaŋ
bump tuuli
bureaucrat káràcí
burn nimini ɖʊ́ʊ
bury bim
bus b ɔsì
business fótóosí
busy ɖ kí
but àmá
buttock k tólú
button buton
buy mʊ́ʊ
by na

## C - c

calabash yìikà
calf naw
call ya
caller yáarʊ́
calm ɖ f ɛ
camel ráakum
can bíɪzì
cancel f zɪ
canoe kpìr
cap fúl
careful lákàrì/ lákàrìnd
carpenter kafinta
cassava banci
catch kpàa
caterpillar katapila
center lautáa
certain natɪrɪ/bìmbìí
chain àgbàrangbàrà
chair kpélé kít lɛsìɖɛ
chameleon agarama
chance sáa/gám
change k ɛzì
chat lamɪsɪ
cheese wàagàsì
chest wembiré
chew bɔbɔm
chicken kébɪré



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chief w ro
chiefdom w ro d
child bú
chin tendiy
choose lìzìɩ
choukoutou cukudu
church c ɔcɩ
city t ɛdì
classrom sukuli dáŋ
clean ɖàcìrìcìrì
climb kpàa
clock wáácí
close t ɔ
clothes kpìnà kúsùuyé
cloud ŋmìɩn /ŋmìdɩ
cobra ɖóm
cofee k
cold kànìŋà
college K ɔl ɛzì
comb afɩ
come k nì
commerce kɩyakʊ lám
complication kàal
congratulate sɛɛ
cook túu/K k
cool ɖàbrìbrì
coop klʊvɔwʊ
copy ŋmàadɩ
corner kona da/kp m
Cotokoli Tem
cough kpézi
count kàalítì
country t ɛdì
court guézéré
cousin bàcánà
cover fúu
cow naw
co-wife yɔɖɔnʊ
crab kɩceré
crazy ɖɩjinɖé
cricket cɩbawʊ
crocodile kaz ɔ
cross t sì
cry kóo/wìi
cultivation farm
cup k pì
customer mʊ́ʊrʊ
cut b lìɩ

## D - d

dance bàar
dark téménúu
darkness téménúu dà
daughter kàà/kà
daughter-in-law awobolú
day wìr
death s m
deep bìɩliŋ
delay kpìiri
dessire s lím
different ndíndí
difficult kàal
dig báa
disease kùd mìnì
dish nyìn ɔ
distance bolini/bìzìnì
divorce kizi/hijé tarɩ
do lám
dog f ɔ
door tàrá
double nàbʊl
doughnut sowéi
dove ɖʊvoré
down bìd
dream ɖòzìré
dress kpìnà sùudì
drink ny ɔ
drinker ny r
drive mìlìɩ
driver dʊrava
drown kp w
drunk ny r
dry wìlìsì
duck kpakpafi
dust bùurúu



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## E - e

ear nìngbàmú
early ɖasam/fòlì
east wísɪ yàlìɖ
easy bɪvɛɪ kàal
eat ɖíi
edge tìŋà- tìŋà
effort konkárí
egg yɛlɛ̀
eight lutoozo
either yaá
elbow k bɔn
elephant
else ɖɪɖɔ
end tìŋà
enemy bà ɖàa
English
enough bìm ɔ
enter
entire rìŋàn
every bangbéré
everyone bàaweni
everything bàawé
verywhere bàalélé
Ewe aŋʊna
Ever k t ng r
Except bàasí
Experience tìlìɪ
Explain t m yàazì
eye ìzìr

## F - f

face ízándá
fall sàlíɪ
false bʊbɔtɪ
family ìyàalì
famous tìlɪ
far bòlìnì
farm fɔ
farmer faɖʊ
fast ɖàsàm
fat bìigìɪ
father caá
father-in-law wɔnyinʊ
fatigue nyíngáázɪ
fear nìdàar
feast jɪngarɪ
feed kídíím
feet n v /n v r
fetish lìz
fever sùùlé
few cíko
fidget sewúu
field fɔ
fight yoú
fill u
finally bìd ɛ
k ɛd zìá
find yùu
fine bʊj ɔ kaz ɔ
finger nìiká
finish t ɛzí/tɛm
finish before tɛm náanì
fire nímínì
firewood ɖaazɪ
first káɖáaní
fish tínɖé/tìiná
five
flashlight t sì
floor àd
fly k r
fog t rì
fold kpìrì
follow fùu
food kíɖíím
foolish
foot n v r
force ɖòní
foreign ɪgɔm
forest làaʊ
forget s ɔnàa
fork gàatu
nìizìingì
four náá /náb náázà
fourth á dɛ
Friday arézima
friend ɖɔndʊ
friendship ɖɔndɪrɛ
frighten ɖʊ nɪdarɛ
frog sɛrʊ
from ìná
fruit tì bú
fufu s k r
fun k d ŋà
funny k d ŋà mbè
funeral liiya
future cer w r



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## G – g

Game àm ʊz
get yùu
gift k ɔʊ
girl àléré
girlfriend ɖ n
give fàa
glad nììnì
go boɖé
god ɪs
good kɔz ɔ
good journey ɪs ɔ láazì
grandfather caá k bɔnì
grandmother nizénu
great k ɔngì/bìɖ ɔ
greet s ɛ
greeting s dɪ
grind nam
grindstone nàmìr
ground àd
grow bìí
guess tìrìkí
gun m lìf

## H – h

hair ny zì
half f l
hammer
happy níiní
hat fùl ɔ
have w na
high b ʊwòrò
hold ɖ kí
hole bɔwʊ
home ɖaána
horn yìkà
horse ɖéeré
hour àwà
house ɖaána
how ɪŋíní
however nàbìrìnŋà
human ìr tì
humid bìzàlàa kàanìŋà
hundred alɪfa/yìkà
hungry ny ɔsì
hunter ìgbàm
hurry tòòzì
hurt nìì/kʊ
husband wàalʊ

## I – i

Ice ɖ mb
Idea lòmaaz
if a bɪgɛ
ill k dɔnd ʊ
in da
infection k d m
initiation s ɔzì
injection s m
instead wémbíná
iron nyìr ʊ

## J – j

jealousy sùuzì
job tìmɛ̀rɛ̀
joke fàawìi-lám
joy fɛzɪrɛ



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## K - k

Kabiye Kabɪrɛ
Kara Kara
keep ɖ kí
key sàafì
kid bú
kill k
kitchen kpángbáŋ
know tìlìɪ

## L - l

labor tìm r
lake l mjókú
language k n m
large ɪ/b ɖ ɔ
last t r /kégbìirìnàangì
late b w r l w
later bɪlá bɪtásɪ
latrine ɖáawɔrɔ
laugh m ŋ
laundry yàaj tìd
learn kp l m
leave k r ʊ
left nìmbì
leg yuré
less c k
let yélé
lie b b t b lì
life wé
like nyànzíí/ ŋ náa
line c ɛr ɔ
lion guùnì
listen wéléssí
live wɛ/c
Lome lʊmɛ
long bìzìnì
look b ɛŋ
lorry l ɔr
lose b ɖ
lot ɖɔ
loudly ɖɔnɪ
love s ɔ
lover ʊ
low àd ɛd
lunch ìdàagìdìim

## M - m

machete
Madame naaná
maize wamɪla
make m
malaria suulé
male abalʊ
man ìr
mango
many bìɖɔ/ ɖ
match m nc sì
market kɪyakʊ
marry al kp ʊ
meal kíɖíím
mean bɪgutolu sɪ ?
Mrs/ Ms. naanawa
measure màaz
meat s m
medicine fàadìnì
meet sìŋ/k t
meeting kòdùuzià
member ɖáanada ɪra
middle làʊtá
milk nàa /mìlìkì
millet mìlà
minute míntí
mirror ɖíú
moment àlɪwàatì/sàa
Monday atɛnɛɛ̀
money liideé
monkey nìvàw
month ìròdùu
moon fénɔ
morning t ɛr
mosquito bɔɖ ʊ
mother kɔwʊ/k ɔ
motor moto
mountain b ʊ
mouth
Mr. caánaa



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## N - n

name yìɖ
nation làad ɔ
near j ɔ
necessary takasɪ/ bìjàar ɛn
neck báŋa
need s lím/lòú
new kìfàl
news làabàar
night nùvòowú
nine kééniré
no aayí
noon ìdàw
north kpàandàá
nose n mb ɔ
not aayí
nothing yém
now l l
nurse lákʊ́ta
nutrition k ɖ íim fàa

## O - o

obey séwɔ
ocean tèmkú
offer fàa
office tìmɛ̀rɛ́/bùròo
of ɖ ɛ
often nàb mb l
oil
OK t
okra ŋmɛnɛ
old áb n
on ɖ ɔz
one kááɖɛ
onion jeéndé
only rì
open t l ʊ /fùlùu
outside asʊʊ
over ís ɔdá
own d ɛ

## P - p

Pack f k
pain ɖìwìɪr
palm kpákpa
papaya borofuɖé
paper tákár ɖa
pardon lásùrùu
pass ɖ
path nìmbàa
pay f rìɪ
peace f ɛzìr
peanut kɛkɛ
pen kàlàŋ
people ìràa
pepper cáŋayi
permission nìmbàa b ɔzì
person who knows tìlìɖ
pig àfà
pillow k j ʊtìl
pineapple abrʊbɛ
place ɖìdàarɛ
plait ʊ
plan
plane ɪs ɔda l ɔr
plantain b r ɖìyá
plate t l l
play amouzɛ/ɖúu
pocket sìbà
police s ɔjà
pommade kisarɪbɪ
poor kàdàmb r yà
porridge kókó
post p ʊsì
pot nivéwu
pound wɔtɪ
pour bɪrɪ
power ɖòrì
pregnancy fuúwa
pregnant fuúwadʊ
prepare tuú/kpìɪr
present k j ɔ
president t ɛde
k j ʊnɖʊ
priest faɖa
prison saraka
prisoner saraka dʊ
problem t m/n yà
professor w ɪlɪdʊ
prove wr ɪlɪ



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| | | | |
|---|---|---|---|
| public | zàm ɔ | pupil | sukuli b |
| pull | nàarìɪ | put | ɖ ʊ |

## Q - q

| | |
|---|---|
| quantity | bɪdɔ |
| quarrel | yòú |
| quarter | b ɖ |
| queen | àlá |
| question | ŋ |
| quickly | ɖàsam sàm |
| quiet | bùzùmàa ɖ f ɛ |
| quiete | ɖéeɖéi |

## R - r

| | | | | | |
|---|---|---|---|---|---|
| rabbit | kózóŋá | reimburse | bɪsɪna | right | tòovònúm |
| radio | w ɛl sì/ràadìo | religion | àɖìinì | rinse | kpézi |
| rain | ʊ | remain | c | ripe | sɛ |
| raise | kpàsì | remember | t ɔz | river | buwá |
| rat | | rent | hàyà-làm | road | ɖibimbiɖé/nìmbàa |
| rather | wáagìlì | repair | ny ɔzɪ | rock | kìtàngbàal |
| razor | lam k f nk | replace | k ɛ | room | ɖáŋ |
| reach | tàlìɪ | reply | bùs | root | liɖé |
| read | kalɪɪ | respect | ny m | rope | nìmbìir |
| real | tòvònúm | rest | f ɛz | rotten | ɖ ɛzɪ |
| realize | tìlìɪ | restaurant | kíɖíím | round | ɖòkùlùkùlù |
| really | t tɪ | | yaaɖɪɖɛ | rule | màrá |
| reason | o | return | bìsì | run | séw ɔ |
| receive | m ʊ | rich | lìideénd | rush | tòozì na séw |
| red | kìs ɛm | ride | mìlìɪ/ c | | |
| refuse | kìzìi | | | | |

## S - s

| | | | | | |
|---|---|---|---|---|---|
| sack | fuùr u | salt | | sauce | ɖóózi |
| sacrifice | sarɔ | sand | | save | l ɛdì |
| safety | ɖacrɪcrɪ | sandal | takám | say | ŋmàt |
| salad | salade | Saturday | asííbi | scar | c kìràsɪ |



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| | |
|---|---|
| scarf | kɛtɛɪka |
| school | sukuli |
| scold | y ɔnà |
| scorpion | càlìyá |
| sea | tènkú |
| season | àlwàatì |
| seat | dàaj ɔɖ |
| second | síílɛnɪ |
| see | nàa |
| sell | yám |
| send | yékí |
| separate | yàasɪ |
| servant | àbàwàd |
| serve | kíɖíímɖ |
| service | tìm r |
| set | sì / ʊ |
| seven | lʊbɛ |
| several | ɖàbàtà |
| sew | nyàarɪ |
| sheep | féwʊ |
| ship | m ɛlà |
| shirt | ó |
| shoe | tàkám |
| shop | magazɪm/fáaɖé |
| show | wìlìɪ |
| shower | s ɔ |
| sibling | néwaa |
| sick | k d nd |
| sickness | k d m |
| sign | sérìyà |
| simple | n yá f ɪ |
| sing | yéndì tèedì |
| singer | yéndéru |
| single | rì |
| sister | kàʊ/kàà |
| sit | c |
| six | loɖo |
| skin | t n |
| sky | ɪs ɔda |
| sleep | |
| slip | cokótó |
| slow | ɖ f |
| small | cíkɔ |
| smile | k dɔŋ |
| smoke | nyɔ |
| snake | ɖóm |
| so | a bɪlɛ |
| soap | ɔ |
| song | yéndi |
| sorry | ŋka |
| south | n nì kììɖiù |
| speak | ŋmàtɪ |
| start | bàaz |
| stay | cɔwʊ |
| state | làad ɔ |
| station | tìisàŋ |
| stay | c |
| steal | ŋmìlìm |
| stomach | loodɪ mìlìɪ |
| stop | sìŋ |
| story | m ɖ |
| stranger | ɪgɔm |
| street | nìmbàaw |
| strength | ɖónì |
| student | sukuli bʊ |
| stady | kp l ŋ |
| stupid | tùu ɔ |
| sugar | sikiri |
| sun | wísɪ |
| Sunday | aláháɖɪ |
| sweep | kpàrì |

## T – t

| | |
|---|---|
| table | tèebìrì |
| tailor | tííla |
| take | kp ʊ |
| taste | ɖìŋ |
| taxi | taksi |
| tea | tìi |
| teach | wìlìɪ |
| teacher | cica |
| tear | ìzùl m |
| telephone | káŋgárafʊ |
| tell | féer |
| ten | fúu |
| thank | s ɛdɪ |
| Thank | bànà kéeɖe |
| that | kɪm |
| that is | kɪ |
| theft | ŋmìlìm |
| them | m |
| thief | ŋmìl |
| thing | kpìnɖ |
| think | màaz |
| third | tòozòn |
| thirsty | ɖòol |
| thirty | àkòosàalàa |
| thousand | mííli |
| three | nàbùd ozo |
| throw | l ɔ |
| thumb | ka abàlʊ |
| Thursday | alaamísɪ |
| tire | apka |
| tiredness | ny ngáázɪ |
| to | álí |
| toe | nʊv |
| together | nɔ úɖùm |
| toilet | ɖìyàasú |



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| | | | | | |
|---|---|---|---|---|---|
| tomato | tɪ | towel | pɔ | true/truth | tòovònùm |
| tomorrow | cer | town | t ɛb ndi | trust | tòovònùm-fàa |
| too | ɖ | toy | k m ʊzìnàbì | try | màazì |
| tool | bìɪgìlì | trade | fòtòosì | Tuesday | atalááta |
| tooth | | trader | fòtòosì dʊ | turkey | |
| toothache | kéle-folìi | train | zírígí | turn | kɛɛzí |
| toothbrush | kà br ɔsì | travel | nìmbààʊ bòɖé | twenty | fuú na nɔw lɛ |
| toothpaste | kàlà fadɪnɪ | traveler | bòɖʊ | twice | na lɛ |
| top | ɪs dáa | tree | tìɪú | twin | sikawapiya |
| torture | ɪ | trouble | n ɔyà | two | nɔw |
| touch | tèkìnàa | trousers | ɔn | | |
| toward | fàràndí | truck | rɛ | | |

## U - u

| | | | | | |
|---|---|---|---|---|---|
| umbrella | | unripe | ɖɪkoɖé | urinate | f fíí |
| uncle | iséni | untie | boodɪ | urine | fím |
| under | zì | until | álí | use | lànàa |
| underclothes | kalɪson | up | ɪs dáa | usually | gbìɪzɪ |
| understand | n ɪdì | upon | r ɔzí | utensil | nyɪnɔ |
| university | sukuli-kʊbɔngí | uproot | | | |

## V - v

| | | | | | |
|---|---|---|---|---|---|
| vaccinate | s m | vendor | yánd | village | t ɛdì kùmùutì |
| vagina | cʊdo | venom | dì | visitor | ɪgɔm |
| valley | b ɔn | vertigo | ɖìl l r | voice | lòú |
| value | f ɔzìr | very | | vulture | ab nt |
| vehicle | ɔrɛ | vestibule | ɖɪgoré | | |

## W - w



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wall
wallet f
want s ɔlí
war
wash s ɔ/yàalɩ
watch b ŋ
water
way nìmbàa
wear ú
weather ɩs ɔdáa c ʊ
Wednesday alaarɩba
Week b k y/ w lʊbɛ
weight yìnì
welcome gáabɪt
well l k
west wɩsí yàazàlàɖ
wet ɖábìrìbìrì
what sɩ
whatever bawé
when ba tàm
Where
which wenki
white k f l m ʊ
who wenni
whole rìŋà
why sɩ sɩ wé?
wide bìɩwàlà
wife ɖ ɛlʊ
windfèfèlím/fèfèlíma
window t k r
wine s l m
wish tàm ɔ/s ɔlím
witch wééléu
with nà
within d a
woman al
wonder màamaacì-làm
wonderful àsìcé/máaɖé
wood ɖ n
word t m
work tìm r
worker tɪm lámɖʊ
worse bìw r sì
worth bìɪdàlà
write ŋmáa
wrong bìɪyìsì

## Y - y

year bɩnɩ
yellow s tì-lím
yes íɪn
yesterday kéɖé
yet nàaní
young kúmúú/kìfàal ʊ
Young person bú

## Z - z

zipper ch n



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